

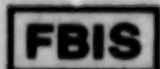
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East Europe Report

POLITICAL, SOCIOLOGICAL AND MILITARY AFFAIRS

No. 1774



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INTERNATIONAL AFFAIRS

FURTHER CONSOLIDATION OF BLOC UNITY DURING 1979 REVIEWED

East Berlin DEUTSCHE AUSSENPOLITIK in German Vol 25 No 2, Feb 80 signed to press 3 Jan 80 pp 5-16

[Article by Prof Dr Siegmur Quilitzsch, Institute for International Relations, GDR Academy of Political Science and Jurisprudence, Potsdam-Babelsberg: "Further Consolidation of the Unity and Unanimity of the Socialist Countries in 1979"]

[Text] Further advances in the development of the socialist states' cooperation and in the consolidation of the unity and unanimity of world socialism as a whole marked the year 1979. The material foundation was further strengthened for the collaboration among the fraternal countries in economics, science and technology, culture and other domains of public life. Joint action was governed by great efforts toward solving complicated economic problems, both topical ones and, especially, long-range, long-term processes. Coordinated efforts in their struggle for consolidating peace and security in the world under complicated conditions, extending the detente policy, disarmament and arms limitation, and assisting in the peoples' anti-imperialist liberation struggle marked the relations among the states in the socialist community. In this, the existing political institutions stood up well once again, and they were used extensively. The decisive element for cooperation in all areas was found to be the fraternal alliance between the communist and workers parties in the socialist countries. Their common efforts on the basis of the principles of proletarian internationalism was and remains the chief impulse for further strengthening the socialist community and for better solutions for the tasks each individual country faces. A key position is given here to meetings on the highest level. Through their constructive cooperation the fraternal parties point the way to solving the newly emerging developmental problems in practical public life and in the international class conflict.

Again and again it became clear that the CPSU and USSR are making the main contribution to solving the problems referred to through the struggle for the worldwide consolidation of world socialism.

Deepening Collaboration Through Bilateral Encounters

Of outstanding importance for deepening the fraternal countries' collaboration were the meetings of CPSU Central Committee General Secretary and Chairman of the Presidium of the Supreme Soviet of the USSR L. I. Brezhnev with the leading representatives of the socialist states. During his Bulgarian visit in January, L. I. Brezhnev emphasized that Soviet-Bulgarian relations had "always been an example of socialist internationalism in action. That holds true of all areas in our cooperation--politics, economics, ideology and defense."¹

Late in February, during an official visit in Moscow, talks were held with Raul Castro, second secretary of the CPC Central Committee and the first deputy of the chairman of the State Council and of the Council of Ministers of Cuba, where one could find a total agreement of opinions.

At friendly meetings with the First Secretary of the PZPR Central Committee, E. Gierek, and the First Secretary of the MSZMP Central Committee, J. Kadar, in Moscow in March, the development of relations in all important areas was, with satisfaction, termed successful, and consultations were held on how to deepen them further.

Important for the development of Soviet-Yugoslav relations were the talks between L. I. Brezhnev and Yugoslav Communist League Chairman and President of the Socialist Federal Republic of Yugoslavia J. Broz Tito, which took place in May in the capital of the USSR. In the outcome of these consultations both sides reemphasized their willingness to deepen their collaboration. New areas for joint action were tapped. The discussion of important international problems demonstrated that in many questions, especially in the field of disarmament and detente, there is agreement between the positions of the USSR and Yugoslavia.

Special importance for deepening the fraternal alliance of the states in the socialist community attaches to the meetings which, as in previous years, were once again held in July and August of 1979 on the Crimea. There L. I. Brezhnev had extensive talks with the CPCZ Central Committee General Secretary and CSSR President G. Husak (18 July), the SED Central Committee General Secretary and GDR State Council Chairman E. Honecker (27 July), the RCP General Secretary and President of the Socialist Republic of Romania N. Ceausescu (1 August), the First Secretary of the PZPR Central Committee E. Gierek (5 August), the First Secretary of the BCP and Chairman of the PRB's State Council T. Zhivkov (8 August), and the First Secretary of the MPRP's Central Committee and Presidium Chairman of the People's Great Hural of the MPR Y. Tsedenbal (12 August). Together with the negotiations L. I. Brezhnev engaged in during the Soviet party and government delegation's official visit late in May and early in June to the Hungarian People's Republic with the First Secretary of the MSZMP Central Committee J. Kadar in Budapest, "the Crimean meetings and the talks of 1979 constitute an important stage toward further consolidating the cooperation of the fraternal countries in solving domestic as well as foreign policy tasks."²

The Crimean meetings in July and August elucidated once more three basic experiences. First it was confirmed that these meetings within the scope of various forms of opinion and experience exchange among the leading representatives of the fraternal countries play a special role in coordinating their approaches. Secondly, it became once again visible how much of an importance the socialist states attribute to the USSR as the main force of socialism, social progress and peace in the world, in developing and deepening their cooperation. Third, the Crimean meetings once again proved how much importance the Soviet Union attaches to the efforts at constantly further developing its alliance and joint operations with the other states in the socialist community, and thus to strengthening world socialism on the whole.

In early October, the visit of a Soviet party and government delegation headed by L. I. Brezhnev in Berlin, on the occasion of the 30th anniversary of the founding of the GDR, and the talks engaged in and the agreements made at the time, "became an event of outstanding importance with respect to the further consolidation of the cooperation between the CPSU and the SED, and between the USSR and the GDR, as well as with respect to the vital interests of peace and international security."³

Also the bilateral encounters among the leading representatives of the fraternal parties in the socialist countries in 1979 turned out to be a decisive instrument for further consolidating the unity and unanimity, and for strengthening the socialist community.

Together with the conferences of the foreign ministers' committee, in May in Budapest and in December in Berlin, with the CEMA Council meeting, and with the conference of the Central Committee secretaries responsible for matters of ideology and foreign policy of the various fraternal parties, they blend into a system of joint correlation and coordination in the approach taken by the states in the socialist community that facilitates extensive efforts in the spirit of mutual aid and fraternal solidarity, true equality and comradely harmony.

The center of attention in the bilateral meetings was given over to "long-term issues of crucial importance for the long-range cooperation of the socialist states."⁴ That is all the more important because in the next few years, especially in 1980 and 1981, most fraternal countries will hold party congresses where developmental guidelines will be discussed and adopted that range far into the 1980's. The preparation of these determinations calls already for appropriate thought and agreements on the main trends in which the cooperation between the parties and states is to be structured.

During the Crimean and the other bilateral meetings on the highest level, mutual exchange of opinion and information took place on topical matters in the work of the fraternal parties and on results, problems and further tasks in the implementation of the plans for socialist and communist

construction. E. Honecker, for instance, reported at the Crimea about the preparations for the 30th GDR anniversary and the GDR working people's initiatives pertaining to it. L. I. Brezhnev made the point that this anniversary marked an important event for the entire socialist community.

E. Gierek and L. I. Brezhnev, during their friendly talk at the Crimea, informed each other "about problems on the solution of which the communists and all working people in the Soviet Union and Poland are working at present, and on the plans for the future."⁵ With N. Ceausescu, L. I. Brezhnev exchanged opinions "on communist and socialist construction in the Soviet Union and the Socialist Republic of Romania."⁶ In the talk with Y. Tsedenbal it was emphasized they would "continue their close cooperation in developing the productive forces and in industrial and agricultural production."⁷

Altogether, in the outcome of these and other talks it could be noted that the socialist countries are advancing with confidence in their sociopolitical and economic development. At the same time, however, they also must take into account that the complicated world economic situation also creates "certain problems for them. That applies in particular to maintaining the high consumption level reached for petroleum and petroleum products and to assuring a steady growth of energy capacities."⁸

Deepening of Economic Cooperation

In consequence of the need for staking out the main lines long range and long term, as well as in view of the more complicated requirements referred to, the questions of economic cooperation are becoming still more the centerpiece of the considerations and negotiations the USSR is engaged in with the other fraternal countries.

Thought was given, for example, to how efforts by the Soviet Union and other socialist states toward solving the energy and raw material problems might, in general, still be better combined. In this, noticeable advances were made in 1979, as far as establishing joint projects on USSR territory in accordance with the first coordination plan for multilateral integration projects is concerned. The construction of the up to then largest joint project within the CEMA framework, the Soyuz oil pipeline, running from Chkalov to the western border of the Soviet Union, was successfully concluded. Valuable experiences were garnered there for the joint implementation of large-scale projects which are of considerable importance to all who participated. The 750-kilowatt electric energy transmission line from Vinnitsa to Albertirsa, Romania, was completed and is now in operation. The work on setting up and taking into operation the first construction stage of the asbestos mining and processing combine of Kiyembai, with an annual output of 250,000 tons of asbestos, was accelerated. In the Ust-Ilimsk cellulose plant, projected for an annual 500,000-ton cellulose capacity, test runs in partial sectors were begun.

The Crimean meeting and other bilateral conferences unequivocally reflected "that the fraternal countries are unflinchingly pursuing their course toward deepening and cooperation and specialization of the socialist economies. This course reliably leads to a mastery over the scientific-technical progress and to improving the production efficiency and product qualities on behalf of the further growth of prosperity for the peoples in the socialist countries."⁹ Special weight attaches in this context to the efforts for implementing the five long-range target programs issued by the 32nd and 33rd CEMA conferences on cooperation and the bilateral programs on long-term specialization and cooperation development, which will embrace the whole 1980's period and closely connect the USSR with the other CEMA member states. The first bilateral programs have already been agreed on and signed between Bulgaria and the GDR. Intensive work is done for concluding others. In a conversation with G. Husak at the Crimea, much was made of the need for "further developing production cooperation and specialization on a bilateral basis as well as within the scope of implementing the CEMA-approved long-term target programs for cooperation."¹⁰ In the meeting with E. Gierek it could be noted with satisfaction "that cooperation is making headway in machine building, energy, metallurgy, the coal industry and in many other areas. There was the desire, it was indicated, to deepen economic integration further in the future both on a bilateral basis and within the scope of the CEMA-approved long-term target-programs."¹¹ L. I. Brezhnev agreed with N. Ceausescu "that work should continue on coordinating the five-year plans of the two countries and on developing economic collaboration and production cooperation within the CEMA framework as well as on a bilateral basis."¹²

Within the scope of basic, long-term considerations and accords, there is a steady increase in the bilateral specialization and cooperation agreements concerning concrete projects between the various socialist countries and the Soviet Union. At present, the Soviet Union continues in giving the fraternal states much help and support in setting up important economic projects. This cooperation embraces almost all branches of the national economy. Focal points here are the areas of energy, especially nuclear energy, metallurgy, petrochemistry and the chemical industry altogether, the construction industry and machine building. Those industrial branches carry at present nearly 80 percent of the total volume of technical aid the USSR gives other socialist countries.

In line with accords concluded, the Soviet Union has given and is giving the CEMA member countries help in setting up, reconstructing and expanding more than 2,700 enterprises, departments and other projects.¹³ At Kozloduy, Bulgaria, the first building stages have been undertaken for the thus far only nuclear power plant in the Balkans. The Kremikovzi metallurgical combine in Bulgaria produces annually 2 million tons of rolled stock. A lead and zinc plant and a copper-smelting plant and a nonferrous metal combine are of outstanding importance for the Bulgarian economy. A synthetic rubber plant and Europe's most efficient soda ash plant were built with Soviet aid. The Burgas petrochemical combine is among the key enterprises in the Bulgarian national economy.

In the GDR, the construction of the Nord nuclear power plant is making headway, with support from the USSR. The complex for cold rolling steel plate is working with success in Eisenhuettenstadt. After a highly modern installation for the production of high-pressure polyethylene was put into operation, through joint efforts, at Novopolotsk, a similar plant is being built at Leuna. Sheet plants supplied by the USSR help us implement our housing construction program. We also get much support from it for geological explorations in various parts of the GDR.

The CSSR is building its first nuclear power plant at Bohunice. At the East Slovak metallurgical combine of Kosice, departments for hot and cold rolling steel plate with an annual 3.7 million-ton capacity are being built.

Hungary is getting ready for building its first nuclear power plant. The Danube metallurgical combine with an annual 450,000-ton steel capacity was built with the assistance of the Soviet Union, and aluminum production capacities have also been created that way.

In Rumania too, a number of key economic projects attest to the advantages in working together with the USSR: the Galati metallurgical combine, special installations in the Gheorghiu-Dej petrochemical combine, a caustic soda plant in Giurgiu, or a modern sheet plant in Bucharest.

The main cooperation projects in Poland are the large Lenin metallurgical combine and the new giant of ferrous metallurgy Poland has in Katowice. A nuclear power plant is in preparation.

The socialist countries referred to in turn cover with their deliveries a considerable part, in some cases even the largest part, of USSR imports: 100 percent for railroad rolling stock and buses, 97 percent for farm machinery and equipment, 72 percent for energy and electrical engineering installations, more than 50 percent in hoisting and lifting machinery, more than half for ships and navigation equipment, and nearly 40 percent for the equipment in the light and foodstuffs industry.

Thus the line of setting up with Soviet support production capacities in the other socialist countries, capacities which play a decisive role in the various states' economic balances, is being continued. Simultaneously the socialist countries referred to, in the sense of genuine socialist partnership and for mutual benefit, in turn are making a noticeable contribution to solving important economic tasks of the USSR toward bringing to realization the task facing the USSR of establishing the material-technical base for communism.

USSR economic aid for Mongolia, Cuba and Vietnam is specific in character. There, the Soviet Union, within the framework of coordinated CEMA arrangements, makes a particularly noticeable contribution. In the Mongolian People's Republic, they are successfully setting up the joint Soviet-Mongolian mining and processing enterprise for copper and molybdenum

of Erdenet. Its first construction stage has gone into production. After reaching full capacity, it will be among the ten largest enterprises of this type in the world. With USSR assistance, capacities were created for improving the livestock feed base for cattle breeding, state farms and cattle farms.

Also being planned is the construction of Cuba's first nuclear power plant. Effective aid is given here and constantly being expanded in creating nickel and cobalt production capacities. Sugar cane harvesting machinery and synthetic fertilizer enterprises are doing well. Many sugar refineries were reconstructed.

Vietnam gets more extensive aid from the Soviet Union than ever for building important economic units. The USSR has given and is giving technical aid for the new construction, conversion and reconstruction of 268 industrial enterprises, state farms, educational institutions and other installations. It helps completing projects for which China has broken off its contractual assistance. Setting up a tractor plant will be especially important. Assistance in transportation and telecommunications is given free of charge. Soviet organizations are helping Vietnam in cultivating perennial tropical crops like tea, coffee, citrus fruit and others.

Increasing cooperation, mainly the growing specialization and cooperation between the USSR and the other socialist countries, is also clearly reflected in the noticeable increase of export-import. For the countries referred to, the USSR is the main trade partner. The development in this area can be glimpsed from the following table, which depicts the USSR's foreign trade with the CEMA member countries (in million rubles):

| | 1977 | 1978 | January-September 1979 |
|----------|-------|-------|------------------------|
| GDR | 6,727 | 7,693 | 6,054 |
| Poland | 6,068 | 7,050 | 5,446 |
| Bulgaria | 5,153 | 6,142 | 4,847 |
| CSSR | 5,117 | 6,061 | 4,705 |
| Hungary | 4,027 | 4,826 | 3,810 |
| Cuba | 3,452 | 4,160 | 3,560 |
| Romania | 2,025 | 1,950 | 1,572 |
| Mongolia | 676 | 717 | 573 |
| Vietnam | -- | 458 | 428 |

(Source: "Foreign Trade USSR," Moscow, No 3 and No 11, Supplement)

The USSR's foreign trade turnover with Yugoslavia came to R 2.2 billion in 1978 and had risen by 6.5 percent above what it had been in the previous year. Between January and September 1979, a volume of R 1.7 billion was attained, which meant another increase. Trade with the Korean People's Democratic Republic came to R 378 million in 1978, which was 15 percent higher than the year before. The trade of R 352 million in the first three quarters of 1979 confirms this relatively fast climbing trend.

While the Soviet Union's turnover with the socialist countries came to 57.9 percent of its total foreign trade in 1977, in 1978 that share continued to climb to 59.8 percent. The trade in machinery and equipment, which even in previous years had proven the most dynamic field, became still more important both in the import and export of the Soviet Union. Almost all socialist countries continued to get most of their raw material imports from the USSR. For most CEMA member countries that came to circa 80 percent in petroleum and to 75 percent in iron ore.

So this aspect of cooperation between the USSR and the other fraternal countries keeps developing. Above and beyond its economic benefits, however, it is of eminently political importance to all participants as it decisively contributes to the strengthening of the material foundation of each and every fraternal country and of the socialist community as a whole. It will further grow in scope in the 1980's and assume new features through long-term accords and greater interlinkage due to increasing specialization and cooperation.

Coordinated Foreign Policy in Conformity With New Conditions

"The Crimean meetings of 1979 have once again demonstrated the unshakeable loyalty of the fraternal socialist states to the policy of peace and peaceful collaboration. Resolutely heading toward leashing and containing the arms race, a clear orientation to international detente and complementing political by military detente, and supporting the rights of the peoples to a free and independent development--those are the current goals of socialist foreign policy as emphatically confirmed in the course of the Crimean meetings."¹⁴

Unanimous tribute was paid to the importance of the Soviet-American summit meeting in Vienna. There was unanimity on that SALT II contains the growth of the U.S. and USSR strategic potentials and, with it, creates possibilities for further steps toward real disarmament and reducing the danger of another war. L. I. Brezhnev and E. Honecker during their conversation, held on the eve of the fourth anniversary of the historic Helsinki Conference, emphasized "that the task to diminish the military confrontation in Europe is a more and more urgent agenda item."¹⁵ From that vantage point, the proposal to summon a conference on the reduction of the military confrontation in Europe and the preparations for the approaching meeting in Madrid are gaining increasing importance. It was also pointed out in the talk between L. I. Brezhnev and T. Zhivkov "that the strengthening of security and the improvement of the political climate in Europe create favorable preconditions for the development of cooperation on the basis of good neighborliness and mutual advantage in every region, including the Balkans and the Mediterranean area as well as Central and Northern Europe."¹⁶

In his festival speech on the occasion of the 30th anniversary of the founding of the GDR, L. I. Brezhnev, in Berlin on 6 October, presented his historically novel and world-politically important peace initiative.¹⁷

This constructive program, E. Honecker said at the 11th SED Central Committee session, "in its essence continues to be of great relevance. The most aggressive imperialist circles within NATO, for whom profit and a striving for hegemony are more important than anything else, have as everyone knows been opposing it most vehemently from the very outset. Detente and peaceful coexistence do not suit their plans. There is, however, no reasonable alternative to the policy of peaceful coexistence conducted by a great power such as the Soviet Union, by the GDR and the other socialist states."¹⁸ Mindful of the fact that limiting and ending the arms race "is the question of all questions in today's international life," the proposals from the states of the socialist community aim at immediately agreeing on concrete measures for reducing the military confrontation in Europe and thereby to reinforce the process of detente.

Initiatives in this direction were of central concern to the Warsaw Pact's Committee of Foreign Ministers meeting in Berlin on 5 and 6 December. At this their second meeting in 1979, after having met in Budapest in May, the ministers reaffirmed their states' resolve and intent "to work tenaciously for consolidating and deepening detente, together with other countries and all peace forces, and to commit themselves to the implementation of the proposals submitted in the declaration of the Warsaw Pact Political Advisory Commission meeting in Moscow on 23 November 1978."¹⁹ The foreign ministers underlined the importance of SALT II and expressed the expectation that its coming into force would contribute to the strengthening of international security and create more favorable conditions for further steps toward stopping the arms race and toward disarmament on the European continent as well. After the treaty goes into effect, negotiations should immediately be started on further limiting and significantly reducing strategic weapons (SALT III).

The foreign ministers conference paid tribute to the extraordinary importance of the new initiatives proposed by the Soviet Union on 6 October and called for starting at once objective negotiations on matters pertaining to medium-range missiles with nuclear warheads. The ministers expressed their concern over the dangerous NATO plans for further escalating the arms race in Europe, mainly by the deployment of new U.S. medium-range missiles with nuclear warheads on the territory of Western Europe and emphasized it aimed at gaining military superiority over the socialist countries. The foreign ministers declared "that adopting the decision to produce and deploy in Western Europe new types of U.S. medium-range missiles with nuclear warheads, and the implementation of such a decision, would destroy the basis for negotiations. It would be an attempt by NATO to negotiate from a position of strength, which is in principle unacceptable to the Warsaw Pact states,"²⁰

The conference of the foreign ministers committee endorsed the 15 May 1979 proposal by the Warsaw Pact states to summon an all-European conference on the political level. The point was made that at that conference on military detente and disarmament it would be possible to deal with confidence-forming measures among the European states as well as with steps aimed at

diminishing the concentration and reducing the armed forces and armaments on the continent. In particular, the recommendations were as follows:

The pertinent questions should be discussed in stages, and concrete measures should be agreed on. In its first stage, the conference should concentrate on confidence-forming measures.

The material measures on military detente and disarmament will be all the more effective and far-reaching, the more concretely they are combined with political and legal contractual steps toward reducing the danger of unleashing a war and strengthening the security guarantees for the states. That is served by the proposals to conclude a treaty among the states participating in the all-European conference on not being the first to use against others either nuclear or conventional weapons, on reinforcing the political and legal foundation for abiding by the principle of the non-use or non-threat of force in Europe, and on not expanding the membership of both NATO and the Warsaw Pact.

The proposed conference is designated to become an essential part and important trend in the development of the all-European process that started with the Helsinki Conference. Its success would be an essential contribution to solving the task posed in the Final Act of turning detente into a process that is continual as well as increasingly more vital, universal and comprehensive.

At the foreign ministers committee conference in Berlin, the participants reaffirmed the interest of their states in a success of the Vienna negotiations on the reduction of armed forces and armaments in Central Europe. They underscored the need to intensify the preparations for the Madrid conference. That conference should contribute to an enrichment of the all-European dialog and lend new impulses to the implementation of the Helsinki Final Act as a unified whole.

Growing Solidarity

The Crimean meetings made a point of the need "to continue strengthening the socialist states' internationalist solidarity with all nations that have become objects of imperialist and hegemonistic pressure. The danger of Peking's continuing expansionist policy was pointed out in this context, and the Soviet Union's solidarity with Vietnam, Laos and Kampuchea was once again reaffirmed."²¹

In the days of the criminal Chinese aggression in February and March 1979, the USSR--as much as the CSSR, the GDR, Poland, Bulgaria, Hungary, Mongolia and Cuba--stood, without reservation, by the side of the Vietnamese people. This resolute attitude helped the heroic Vietnamese people in its triumph over its aggressors and kept the conflict from spreading. Further deepened was the assistance to Vietnam in the peaceful reconstruction of the country and in solving the tasks posed by the Fourth CPV Congress on laying the foundations of socialism. In its efforts at deepening

its fraternal alliance with the peoples of Laos and Kampuchea and developing peaceful cooperation in Southeast Asia, Vietnam is assured of the USSR and the other fraternal countries referred to of being firmly on its side.

So the turn from the 1970's to the 1980's is marked by the continued strengthening of the alliance and the deepening of cooperation between the Soviet Union and the other socialist countries, and by new activities initiated by the USSR in this connection, it being the main force of socialism. These closely common efforts also will be a decisive condition in the decade to come for solving the growing demands and commensurately higher tasks facing the socialist community as a whole as well as each individual socialist country. At the 11th Central Committee session, E. Honecker stated: "We are able to state that the friendship, cooperation and mutual assistance treaties concluded with the Soviet Union and the other states of the socialist community, as well as other agreements between the party and state leaderships of our fraternally allied countries, are being given real shape. By expanding our cooperation in all sectors and constantly coordinating our joint efforts in the international arena, it is possible for us to make our peace policy felt ever more effectively."²²

FOOTNOTES

1. "World Economy and International Relations," Moscow, 1979, No 4, p 85 (in Russian).
2. "CPSU Central Committee Report on the Crimean Meetings and Discussions," NEUES DEUTSCHLAND, Berlin, 18/19 August 1979.
3. "Report by the CPSU Central Committee Politburo, the Presidium of the Supreme Soviet and the Council of Ministers of the USSR," NEUES DEUTSCHLAND, Berlin, 12 October 1979.
4. Ibid.
5. Ibid., 6 August 1979.
6. Ibid., 2 August 1979.
7. Ibid., 13 August 1979.
8. "CPSU Central Committee Report . . . ," op. cit.
9. Ibid.
10. NEUES DEUTSCHLAND, 19 July 1979.
11. Ibid., 6 August 1979.
12. Ibid., 2 August 1979.

13. Cp. with it, and with what follows in particular, S. Skachkov, "Mutual Fraternal Aid--Guarantee for Success," "Foreign Trade USSR," Moscow, 1979, No 3, pp 3 ff.
14. "CPSU Central Committee Report . . .," op. cit.
15. NEUES DEUTSCHLAND, 28/29 July 1979.
16. Ibid., 9 August 1979.
17. Cp. with it also P. Clauss, "New Peace Initiative from the Soviet Union," DEUTSCHE AUSSENPOLITIK, Berlin, 1979, No 12, pp 13 ff.
18. "From the Politburo Report to the 11th SED Central Committee Session," NEUES DEUTSCHLAND, 14 December 1979.
19. "Communique of the Warsaw Pact Foreign Ministers Conference," Ibid., 6 December 1979.
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21. "CPSU Central Committee Report . . .," op. cit.
22. "From the Politburo Report . . .," op. cit.

5885

CSO: 2300

BRIEF BIOGRAPHICAL DATA OF POWER TECHNOLOGY SPECIALISTS

Sofia ELEKTROPROMISHLENOST I PRIBOROSTROENE in Bulgarian No 12, 1979
pp 481-483

[Authors of materials published in the present issue]

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Engineer Boris Kirilov Ivanov

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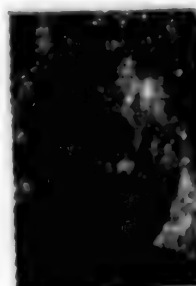
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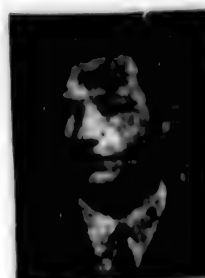
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Born 20 December 1941. Graduate of the VKhTI [Higher Chemical and Technological Institute], Sofia, in Technology of Plastics. Employed at the TsIKhP [presumed expansion: Central Institute of the Chemical Industry].



Engineer Borislav Asenov Yonchev

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Engineer Ognyan Serafimov Vurbev



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Engineer Ivan Nedyalkov Ivanov



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5003

CSO: 2200

OCCIDENTAL PETROLEUM OFFICIAL INTERVIEWED

AU111555 Sofia ZEMEDELSCO ZNAME in Bulgarian 8 Mar 80 AU

[Interview with Zoltan Merszei, vice-president (as printed) of the U.S. Occidental Petroleum Corporation, given during his recent business visit to Bulgaria by ZEMEDELSCO ZNAME reporter Petko Purvanov--exact date and place of interview not given]

[Text] Zoltan Merszei, vice-president of the U.S. Occidental Petroleum Corporation, recently paid a business visit to our country. He answered a few questions of Petko Purvanov, our editorial board's representative. These were as follows:

Question: What do you think about the further development of economic relations between the People's Republic of Bulgaria and the United States?

Answer: Dr Armand Hammer, the president of our company, visited Sofia a few years ago and met Todor Zhivkov, your country's leader. They talked about opportunities of joint work--such as research in the oil sector, in mining and in the field of mineral resources, as well as in the chemical sector. I came here to help find practical methods of implementing the agreements reached between Dr Hammer and your government.

Question: Are there any specific cooperation projects envisaged between our country and the Occidental Petroleum Corporation?

Answer: Preliminary examinations of this matter have revealed very good opportunities for joint oil prospecting research. We attach the greatest importance to this matter. The talks I held during my stay in your country have been very positive in this respect. The next step will be to send our experts to Bulgaria. In the meantime I hope that we will achieve agreements in principle, upon the basis of which we will reach an agreement between the Bulgarian organizations and the Occidental Petroleum Corporation in the field of oil prospecting research in coastal and deep sea waters. This, for the time being, is the most concrete result achieved.

Question: Following your talks with Bulgarian ministers, did you adopt a specific plan on the development of our economic relations?

Answer: We agreed that final agreements should be achieved in various sectors, such as in the field of oil prospecting research. We will certainly achieve this goal. If we succeed in signing an agreement within the forthcoming two or three months, we will be able to begin our research work as early as this year. In addition to this, we hope that we will implement our cooperation in the chemical sector and in the area of mineral resources. You have manganese deposits near Varna and we are studying opportunities for a joint exploitation.

Question: What do you think about our country's industrial development?

Answer: From the few things I saw in this sector, I can say that you are following a correct trend of development and that you have achieved considerable successes. I think that your relations with the Western countries and the United States will be very useful and are of mutual advantage.

Question: Mr Hammer visited Moscow, where he was received and held talks with L. I. Brezhnev. After these talks he made statements....

Answer: What can I say about this? I am an industrialist. Dr Hammer stated that the differences of opinion existing between the USSR and the United States can be promptly settled, so that we may pursue our peaceful business relations.

Answer: I hope that the United States and the People's Republic of Bulgaria will mutually adopt the most favored nation clause next year. I hope that part of the political difficulties existing today will be eliminated, so that the positive elements existing in our relations will not be disturbed. We would like to preserve these positive elements in the relations between the People's Republic of Bulgaria and the United States.

Question: What are your impressions about Bulgaria, about the people and the atmosphere in our country?

Answer: I was born in Hungary and I know something about your country and I also know quite a few Bulgarians in the United States. I know something about your country's history and I found people as friendly and as interested as I had always imagined them to be. This gives me confidence in thinking about our cooperation.

CSO: 2200

BULGARIA

BRIEFS

VCP CENTRAL COMMITTEE MESSAGE--Esteemed comrades: On behalf of the communists and all Vietnamese people, the Vietnamese [VCP] Central Committee sincerely expresses gratitude for your cordial congratulations on behalf of the 50th anniversary of the creation of the VCP. On this occasion the communists and all people of Vietnam express their profound gratitude to the party, the state and the fraternal people of Bulgaria who have rendered and are still rendering valuable assistance and support to the revolutionary cause of Vietnam on the basis of proletarian internationalism. Loyal to proletarian internationalism, the VCP and the Vietnamese people will devote their efforts to the consolidation of friendship, militant solidarity and comprehensive cooperation between our two peoples to the advantage of both our countries, for the victory of peace and socialism throughout the world. With communist greetings! [Text] [AU071812 Sofia RABOTNICHESKO DELO in Bulgarian 5 Mar 80 p 1 AU]

CSO: 2200

SLOVCHEMIA DIRECTOR ON ECONOMIC EXPERIMENT

Bratislava NOVE SLOVO in Slovak No 2, 10 Jan 80 p 4

[Interview with Engr Jan Matis, general manager of Slovchemia by Geno Penkovsky: "Experiment of Truth"]

[Text] At the present time, the authorized organs under the guidance of the commission of the presidium of the CPCZ Central Committee are preparing a well-rounded complex of measures designed to improve the system of planned management during the period of the Seventh Five-Year Plan. They are making considerable use of 2 year experience with the application of the comprehensive experiment in efficiency and quality control in selected VHL [economic production units].

We have paid considerable attention in NOVE SLOVO to the comprehensive experiment from the outset. We are doing so again today. We asked Eng Jan Matis, general manager of the biggest experimental VHL-Slovchemia for a third interview.

[Question] In our last interview almost a year ago, you betrayed that you were a supporter of experiments. Undoubtedly, you like taking risks. But if it is to produce positive results, every experiment must represent a new approach...

[Answer] I worked in research before and research means to always search for something new. I have been influenced by this atmosphere and I am accompanied by it everywhere. Life is not stagnation, but development, advancement. We are trying to reflect this reality also in the new economic system. There is no other way out, but to think it through, to work it out in minute detail so that it will affect man's thinking as profoundly as possible. I am of the opinion that our experiment should not come to an end, but should continue even after the introduction of the new system because the new rules contain quite a few limiting factors.

[Question] In other words, we should not stop half-way.

[Answer] We must assign new tasks and higher goals to it.

[Question] You complained already before that the success of the comprehensive experiment in efficiency and quality control was jeopardized by the complications in supplier-customer relations. It seems to me that these complications were generally more serious last year.

[Answer] They were, indeed. This was the reason why we did not start production of propylene silk in Svit on schedule; polypropylene fabric began to be experimentally manufactured in CHZJD [Jura] Dimitrov Chemical Works] Bratislava only because we pulled someone's chestnuts out of the fire; we did not fulfill the plan in capital investment at Chemko Strazske. The reason? Our partners did not honor the economic contracts on construction work and delivery of equipment. We were hurt primarily in this area because we purchase most of the raw materials necessary for production abroad. We import crude oil, natural gas, industrial salt, sulfur, phosphorus... We did, however, experience big problems in this respect last year and could not make full use of some production capacities because for example, we did not receive carbon disulfide, phosphorus and industrial salt on time. Some of these difficulties in my opinion could have been prevented. Specifically, the problem of importing industrial salt repeats itself every year, and its delivery in December was slowed down particularly by the transportation problems because railroad was not able to "carry" 600-700 tons of salt which we process every day. This actually is one complete train and CSD [Czechoslovak State Railroads] was getting short of breath. This problem, however, could always be solved without difficulties at the beginning of the year.

[Question] In our last interview you drew attention to the fact that the medium-range plan is of extraordinary importance in the USSR and GDR. You also talked about the gap which existed between the short-term and long-term plans in our country. This urges the management personnel in enterprises and plants to create reserves at the end of the year in order to get to a successful start in the following year. What is the situation in this respect today?

[Answer] Nothing has changed in this respect. The annual operational plan is decisive in our country. The medium-range plan is regarded as a tentative goal to which the operational plans pay almost no attention. It should not be so. The medium-range plan should be elevated to the mandatory operational plan and the annual operational plan should be drafted in accordance with it to eliminate the conflict between the interests of the state and of the production sphere. Under the present system of planning, the production sphere has the tendency to conceal reserves in the evaluation of annual plans to avert potential difficulties in the future. Beginning 1981 industry will operate according to the new rules which should, in my opinion, settle this question for ever.

[Question] This is a matter to be taken care of by the center which, though realizing it, calls for a fundamental change in thinking of people at the lower levels of management at the same time.

[Answer] Moreover, there are problems which, though not complex intrinsically, have not yet been successfully coped with. Gradually, however, people's thinking undergoes a change. In accordance with the new rules, they must for example check in advance the effect of new projects on the production of wage and cultural-social funds, and also on the material incentives for the collectives. The other area is the more effective utilization of raw materials, attainment of better useful properties as expressed in higher prices per kilogram. For example: we sell standard PVC at Kcs 8.40, a better [quality] one at Kcs 12.10 and still better one--copolymer--at Kcs 13.40 per kilogram. In other words, we have already made some progress in this respect.

[Question] Will you please compare the effect of the experiment last year with the last year of the Fifth Five-Year Plan. What does such a comparison reveal?

[Answer] A production increase by almost Kcs 8 billion although this increase was not brought about by the experiment alone.

[Question] There were some, by no means insignificant, problems in the enterprise-VHJ-ministry relationships in the past. What is the situation today?

[Answer] There is no big change for example in determining the profits. They set the 1979 profit target too high, in fact unrealistically, particularly if we take into consideration the energy problems in the first quarter of the year, some external adverse factors, temporary reduction of raw materials deliveries during certain periods. These are the influences which Slovchemia cannot, of course, effectively counteract.

[Question] In other words, the profit plan was not fulfilled last year.

[Answer] We fell short of the target by several dozens of millions Kcs. When we consider that the profit plan called for Kcs 5 billion 146 million, our deficit is relatively not big.

[Question] Why are these mutual relations so complex?

[Answer] The state treasury counts upon receiving certain levies, and if we do not remit any profit, what remains for the treasury to distribute? If it possesses reserves, no problem arises. But if it does not have them, then you must fulfill the profit plan, even if it is unrealistic, in any way you can. Though not in effect society-wide, we did fulfill the plan during the 3 years of the medium-range plan which underlies the experiment.

[Question] And what is your relationship to the enterprises?

[Answer] In this "game" Slovchemia acts not only as a VHJ, but also as an enterprise.

[Question] Certainly. But even in this situation, certain funds are redistributed from VHJ to enterprises according to their merits...

[Answer] Only, if they produce the necessary funds. If they do not, there is nothing to redistribute. One enterprise may fulfill the plan, while the other enterprise may reduce the profits. As a result, the prosperous enterprise is penalized. This is a new, but also interesting game.

[Question] This represents a drastic punishment for a successful enterprise. Does not a conflict arise between the enterprises which fulfill the plan and those which do not?

[Answer] Quite to the contrary. The ties between the enterprises within VHJ are further cemented--both in relation to one another and to VHJ as a whole. There is greater cohesion and rapprochement. In other words, the experiment consolidates the VHJ.

[Question] Slovchemia as a whole must, of course, meet the plan targets...

[Answer] Yes, indeed. If one enterprise fails to meet the plan target, another enterprise can "make up for it." The distribution of funds, however, is differentiated accordingly. This is an advantage because if something unforeseen happens--and this may happen in such a collective any time--then one unit can help another.

[Question] What about the relationship between the newly-produced values and gross production? What is your experience with it?

[Answer] The okreses and krajs continue to evaluate the achieved results on the basis of gross production. For this reason, individual units of our VHJ must "maintain" gross production on a certain level in order not to inflict harm to the okreses and krajs. In the decision-making process within the economic production unit, however, this indicator is not decisive and this contributes to better results, to higher quality and efficiency.

While gross production played a positive role in the past, it works against the society's interests today. It must be definitely eliminated. The energy shortage, unwillingness to manufacture single though profitable products according to the customer's specifications, the tendency to make very heavy products--all this is the result of the indexing method and gross production indicators...

[Question] Some additional problems have arisen since our second interview which you did not anticipate and which we have not yet discussed?

[Answer] Yes. Since some supervisory organs too frequently draw conclusions from the complex situation in our national and world economy, we are virtually flooded with various decisions. The developmental process is affected by the administrative measures. It would be desirable to define the jurisdiction of individual organs more precisely because some decisions, instead of promoting progress, actually tie our hands. Although we have already spoken of economic contracts, I would like to come back to them. It is absolutely imperative to make them "more obligatory."

[Question] How can they be made "more obligatory," when their mandatory nature stems from law?

[Answer] This is true. The mechanism, however, does not function properly for some reason. Most people are not worried by the nonfulfillment of agreements on supplier-customer relations. And virtually nothing happens to them.

[Question] The experiment is also to stimulate initiative with larger material incentives for individuals and collectives. How successfully was this intention implemented in your VHJ?

[Answer] Following the discussions in all enterprises, CHZJD published model material at the beginning of 1979 which dealt with the question of application of the new rules all the way down to the individual. Although we achieved some progress, the problem has not yet been completely solved. We must still work on it to make everybody realize not only what he is supposed to accomplish, but also the penalty for the nonfulfillment of specific tasks.

[Question] In other words, initiative was more or less uncontrolled so far?

[Answer] Not exactly. In an enterprise, for example, it is controlled by the workshop. So far so good. But we want to go further.

[Question] Will you please spell out the effect of the experiment on your work.

[Answer] In comparison with the old balancing system, the new rules pay more attention to the society's interests. I cannot say that it is easier for our enterprises to operate under the new system. Just the opposite is true. It means not less, but more work for them. Under the new rules, the enterprises must think faster and make economically more deliberate decisions. In comparison with the old methodology, the situation is different in this respect. We are satisfied that our work has a bigger effect and that our national economy receives more, better and cheaper products which it needs.

[Question] In other words, no longer along the old road?

[Answer] The old road has been unequivocally discarded because it worked against the society's interests. Every VHJ of our type should carry out a systematic, continuous experiment so that it could independently, without anybody's assistance, attend to the needs of the national economy with full responsibility and liability.

[Question] Why, in your opinion, was the experiment not successful in all selected VHJ?

[Answer] This is difficult to say. We must not, however, draw premature conclusions because the development is not uniform. It depends upon different specific conditions under which the experimenting VHJ operate. If we looked at specific indicators during the five-year period, we would obtain a conclusive curve diagram. In individual years, however, the line may go upwards or downwards. If on the average it has a rising tendency, then it is in order.

[Question] What do you expect of the experiment next year?

[Answer] We received the draft plan from the respective units only in the middle of December 1979.

[Question] In other words, late again... What experience from the experiment should be incorporated in the final version of the new system?

[Answer] The new system of management must be interpreted as the intention to direct the enterprise sphere's initiative to the problems which the national economy must solve. Today, it is primarily the difficulties in raw materials and energy supply. We must forget the old methodology and, in connection with the new one, visualize life, development. In the past for example, we were accustomed to evaluate plan fulfillment with one figure, and this is not correct. A 100 percent fulfillment of the plan does not yet mean that great economic progress has been achieved. In other words, the result must be judged in a broader context. Anyway, discipline in and mandatory nature of supplier-customer relations must increase. Moreover, the investment process cannot be carried out in the same way as in the past, but in accordance with the plans.

[Question] Nothing has to be changed, in your opinion, in the basic conception?

[Answer] The experiment should continue. In foreign trade in particular, the enterprises should be permitted to earn foreign exchange necessary for the purchase of raw materials, equipment, licenses and so on. The principal point, however, is to uniformly apply the new rules in practice.

10501
CSO: 2400

MASS MEDIA'S DUTIES, IMPORTANCE

Impact of Party Press

Hradec Kralove POCHODEN in Czech 5 Feb 80 p 3

[Article by aj: "The Result of the Analysis of the Subscription to Party Press"]

[Text] In his closing statement delivered at the 14th CPCZ Central Committee plenum, Comrade Gustav Husak, secretary general of the CPCZ Central Committee, emphasized among other things that the key for mastering the demanding tasks lies in the improvement of our cadre work. He also reminded us about the significance of activist work and importance of mass political work and the recruiting of people for the goals and policy of our party.

We cannot visualize correct and effective mass political work without an effective work with the party press. The subscription to the party press and its utilization should become a natural thing for each and every party member and candidate.

Especially the editorials in RUDE PRAVO, but also commentaries, round-table discussions and polemical articles as well as materials from the plenums of the party's central committee are the fountainheads of knowledge, an opportunity for further thinking, and a guide for action. They offer the readers a number of arguments and facts without which we cannot imagine either effective work of a communist among his co-workers or his future political growth.

At the CPCZ basic organization at the general directorate of the Cotton Industry in Hradec Kralove, the committee of the party organization, together with party groups, carried out an analysis of the situation in the subscription to and use of party press. It came out that 92 percent of party members subscribe to RUDE PRAVO and one third of party members to POCHODEN.

One-fourth of the members of the CPCZ basic organizations subscribe to and use in their work five or more different party newspapers. In addition to the dailies, they are primarily HOSPODARSKE NOVINY, TRIBUNA, TVORBA, OTAZKY MIRU A SOCIALISMU, TYDENIK AKTUALIT, NOVA MYSL and ZIVOT STRANY. In most cases the

subscribers are comrades who work as lecturers in the party political school, DPV, at the Socialist Academy. Heads of party groups, agitators and functionaries have SLOVO AGITATORA and ZAPISNIK AGITATORA available to them.

In spite of the above experience, almost one-fourth of members of the organization fail to subscribe to or use party periodicals for their work. This in spite of the fact that, including dailies, there are on the average more than three titles of party press per member of the basic organization.

The results of the analysis of the subscription to and the utilization of the party press shows the need to persuade every individual party member to subscribe to and utilize in his work RUDE PRAVO and POCHODEN. In party groups it will be necessary to make better use of materials, facts, and arguments which appeared in party press for agitation work of each and every communist, in "ten-minute lectures," in the collectives of the Brigades of Socialist Labor, etc.

The press is a powerful weapon. It is necessary to learn how to handle such a weapon and use it in the present ideological struggle and in the realization of the policy of our party.

Press Law Defines Responsibilities

Brno ROVNOST in Czech 6 Feb 80 p 6

[Article by RT]

[Text] We have received various reactions concerning the readers' positions on open criticism. We have already aired this problem on the pages of our newspaper many times. Today, however, we would like to discuss this problem in connection with the text of several passages of our Press Law.

Some of those who were subject to criticism react in a very irritated way. Often they lack even the minimum of self-criticism. Often they argue that we violate the Press Law. Their reaction to our criticism starts from subjective positions. They demand that we publish a correction or they even threaten us with court action. I would like to confirm that we do verify all critical materials which means that we do respect the Press Law when we publish critical information. Certain authors base their complaints on Section 10 of the Press Law which states:

"If a mass media publishes untrue or distorted information affecting the honor of a citizen or the good name of an organization, the citizen or the organization can, within two months following the publication of the item, ask in writing the editor in chief to publish, without charge, a correction and can propose its text."

The manager of an enterprise rejected our criticism of the fact that a new vertical lathe the enterprise had ordered from abroad had been uselessly lying at the railroad station for the past two years. We not only visited

the criticized location but also photographed the machine and looked into files where we found letters written by the Czechoslovak State Railroads in which the enterprise was urged to pick up the lathe. And the enterprise which was to use the lathe was to pay a fine for failing to pick up the machine. All this was not known to the manager or he was incorrectly informed about the entire matter. For this reason he asked us, in accordance with the Press Law, to publish a correction. Of course, in this case we refused.

Let us take, for example, another case: a group of responsible workers who simply ignore criticism in the newspaper. By their inaction they fail to meet another aspects of the Press Law, an aspect which applies not only to the editorial offices but also to each and every citizen and organization.

The Press Law states in part IV. of Section 14 the following: "State organs and organizations, scientific and cultural institutions and economic organizations must react within one month to important social proposals, recommendations and suggestions which appeared in serious social criticism and which were published in the periodical press or another mass communication media." It is true that the text then states that this applies to cases where "the editors in chief specifically called their attention to this situation."

We believe, however, that even without calling attention of the criticized persons or organizations they should seriously react to significant findings and criticism which appear in the party press.

We could list several economic organizations which owe us their answer to the correct criticism we published in our newspaper in the past year.

It is necessary to keep in mind that we do not write for the sake of publishing a newspaper or to fill up the pages of individual periodicals, but... "In accordance with the constitutionally guaranteed freedom of speech, expression and press the citizens use the periodical press and other mass media for acquiring information, publicly expressing their opinions, raising every question about the life of society and state and applying their suggestions and proposals with initiative. This right serves for the full development and application of their personalities as well as for the strengthening and developing of a socialist society." (Part I, Section [not given] of the Press Law.)

Part IV, Section 13 is also related to this. It notes: "The editor in chief and other editors, in fulfilling their tasks, closely cooperate with the state organs and organizations, scientific and cultural institutions, economic, social and other organizations..." And further: "The state organs and organizations, scientific and cultural institutions and economic organizations must supply the editors-in-chief and other editors within their jurisdiction with information necessary to inform the public accurately, on a timely basis and completely or to make it possible for them to have access to such information."

However, we also often encounter a lack of understanding or outright unwillingness of certain responsible workers in the investigating various warnings and complaints and in our efforts to offer a remedy. The same also applies to securing necessary information. Where are the roots of this problem?

Long experience confirms that this often happens in those institutions in which the responsible workers have no clear conscience, where they are afraid that various sins and peccadilloes and shortcomings may come to light. For this reason they often try to get rid of an editor who was assigned to investigate a problem. However, in order to be objective, we must emphasize that on the other hand we find genuine willingness of responsible workers who want to solve the case and, if, for whatever reason, a mistake was made, to correct it.

After all, it is our common interest to remove obstacles which prevent us from fulfilling our tasks. We must fight all forms of uneconomical behavior, improve the level of management and utilize the initiative of the people and at the same time responsibly approach the justified demands of the working people and the realization of their suggestions.

For this reason we should not show the lack of good will and understanding for the work of journalists and for the problems which affect both parties--responsible workers and newspapermen. We must strengthen comradely relations and look for ways to fulfill the individual articles of the Press Law for the benefit of our entire socialist society.

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CSO: 2400

CZECHOSLOVAK PRESS ON PROPRIETY OF CRITICISM

Criticism Must Be Constructive

Bratislava HLAS LUDU in Slovak 18 Jan 80 p 1

[Article by Prof. L. Turcan, CSc, member of the West Slovak Kraj CPSL Committee]

[Excerpt] Bourgeois propaganda manipulates, exaggerates and tendentiously influences people's consciousness by using various negative phenomena against which, at this stage of development, not even our socialist political system is immune. In the same way, many a courageous citizen, sometimes even in an effort to help to find a solution, is in danger of slipping into a position of exaggerated criticism because he lacks an objective view and the consequent interest to master the existing problem in a comradely way.

Demagogy, skepticism and unconstructive emotions have never been of any help in solving important questions. Naturally, justified criticism always has been and will remain an effective weapon for solving shortcomings in the life of our society. However, it must be constructive and free of malicious intentions to belittle, generalize or slander. Our socialist society permits harsh criticism of slapdash manners, irresponsibility, superficiality and other negative phenomena. However, this criticism must be justified and directed where it belongs. It must ignore neither those who are responsible for abuses at the lower level nor those who make decisions at the top if these decisions are not in the interest of socialism.

After all, difficulties and problems are caused by specific individuals who consider themselves citizens or even functionaries of our socialist state. If their consciences do not worry them about how their irresponsible work harms individual citizens and especially socialism, then it is necessary to force them, through social influence, to think over what they have done. To misuse socialism and humanism which stems from socialism is actually an antisocial and condemnable manifestation which cannot be permitted in a socialist society. Our efforts and criticism must, however, be such that they do not confuse various antisocial acts of individuals with the acts of organs or organizations. In other words, we must not minimize that which, because of its essence, serves socialism.

Pluses, Minuses of Criticism

Bratislava NOVE SLOVO in Slovak No 5, 31 Jan 80 p 6

[Article by Jan Podhradsky: "Nihilism Is Not Criticism"]

[Excerpt] Criticism and self-criticism enjoy full support in socialist society. Critical positions based on well thought out opinions and backed by constructive proposals and delivered with tact are in the interest of our society. Nihilism, evilness, unprincipledness or even conscious destructiveness and efforts to force people from the right path do not belong under the rubric of socialist criticism. Subjective and prejudiced criticism which by its harshness, one-sidedness or ruthlessness and slander tries to make up for the lack of arguments plays a negative role. Criticism must not be confused with accusation. And self-criticism must not be confused with self-flagellation. On the other hand, apologizing for shortcomings, uncritical defense and exaltation of everything without objective analysis are hostile to socialist criticism. Because this is often done to defend uncritically old, often outdated, and even reactionary ways. Apologizing for and defending old and outdated ways include, in fact, one of the most basic aspects of development, namely, a negation of the old ways and their critical transformation. Hence, apologizing for and defending the old ways becomes the direct opposite of criticism. Apologizing means to abandon criticism.

Another extreme related to the old ways (but not only to the old ways but sometimes related to the newly emerging ways) is nihilism, an effort to eliminate or destroy everything which does not satisfy the fixed ideas of a nihilist. Such an individual aimlessly criticizes everything which does not suit his desires, ideas or ideals. People who in the past (during the period of the capitalist regime) occupied good social positions which they lost as a result of the victory of the working class are zealous bearers of nihilism. These prophets either openly or, more often, secretly manifest their negative attitude toward everything new discovered by socialism. Contrary to common sense, they adopt a nihilistic attitude toward everything our system has achieved. However, it would be a mistake to limit the number of those who disseminate nihilistic ideas only to members of the old exploiting class. It is not always only the remnants of those prominent in the old regime who nay-say everything we have achieved in the building of socialism to date. Among nihilists are also people who were brought up during the existence of our system. We can call them modern petty bourgeois who are accustomed to lead a parasitic life under socialism and to use only its advantages. As soon as there appears in the benefits stemming from socialism the smallest shortcoming, whatever its origin, the modern petty bourgeois starts to shout and belittle everything and reject and bring disgrace upon every socialist achievement.

Another form of nihilism is a completely uncritically defensive attitude toward everything new and an effort to destroy, in the name of the new,

everything which is old. Following the victory of the socialist revolution, there have also been people here who proposed to destroy many values in the areas of science, technology, art and culture, values we inherited from previous generations. Such views were sharply condemned by V. I. Lenin after the October Socialist Revolution in Russia when he said addressing such people that the proletarian revolution had not come out of the blue but that it had been a result of a necessary development and a sum of the knowledge mankind had accumulated during the existence of previous socioeconomic forms.

Both forms of nihilism, in other words aimless criticism of all that is new as well as scathing criticism of all that is old, naturally are dangerous and inadmissible for the theory and practice of criticism and self-criticism. Such a way of metaphysical thinking emphasizes and generalizes from one aspect, one moment and a specific situation while rejecting and negating all other aspects. However, Lenin taught us that "in the area of social phenomena there is no more widespread and dishonest method than separating a small fact from its context and engaging in offering illustrations in defense of one's point of view. To offer general illustrations is no big problem. It also has no real significance or if it has, a completely negative one. After all, everything depends on the historic and concrete conditions of individual cases. The facts, when we subject them to overall scrutiny, are not only "inexorable" but also undoubtedly persuasive. Trivial facts, when scrutinized individually and out of context, when separated from the whole and selected at random, are only a toy if not something worse."

Only in order not to dangerously disturb a dialectic evaluation of phenomena it is necessary in the theory and practice of criticism and self-criticism to eliminate the nihilistic as well as apologetic views in the same way as the doctors remove glaucoma to restore proper vision. In this connection I would like to restate the words of Comrade Husak delivered at the 15th CPCZ Congress: "Criticism and self-criticism are not always pleasant. However, they are indispensable and useful. We must learn to do it. He who does not have patience to pay attention to critical suggestions and correctly react to them, who loses the ability to self-critically judge his own work and who surrounds himself with an uncritical environment, cannot be a good worker. We must lend support to everybody who uncovers shortcomings and tries to overcome them."

In practice we have witnessed various forms of suppressing criticism. Often there is no response to criticism. Suggestions for improvement encounter an indifferent attitude or are totally ignored. Another form of suppressed criticism is an attempt to immediately "explain" or "reject" criticism leveled during a meeting as incorrect or one-sided without bothering to verify the facts. However, the most dangerous forms of suppressed criticism are persecution and harassment of those who have had the courage to speak critically. This is often done by various hidden means. A critical person is, after some time, assigned to a more difficult and lesser paid job, he has to work under unbearable working conditions or he is simply transferred to another workplace. Sometimes he is even "kicked upstairs"

into a position in which he will not have enough opportunity to criticize shortcomings.

Criticism of the old world gives birth to a new world. True, criticism alone is not enough to achieve that. The most decisive factor here is work, a planned, creative and useful activity of each and every individual. Thus if anybody calls criticism and self-criticism the only moving force of social progress he, at the least, succumbs to great imprecision and on the whole overestimates criticism and self-criticism. In this way criticism was understood for example by A. A. Zhdanov who, in his own time, wrote among other things the following when discussing Alexandrov's book entitled A HISTORY OF WEST EUROPEAN PHILOSOPHY: "in our Soviet society in which we have eliminated antagonistic classes there is a struggle between the new and the old; in other words, a development from a lower level to a higher level not in the form of a struggle between antagonistic classes and cataclysm as was the case under capitalism but in the form of criticism and self-criticism. Criticism and self-criticism are a real moving force in our development, an important instrument in the hands of the party. This is undoubtedly a new form of motion, a new type of development, a new dialectical law."

One has to add that criticism and self-criticism are undoubtedly one of the moving forces of social progress. They are not, however, the only moving force for that. The most decisive force is the development of production and of productive forces, the development of science and technology.

Criticism and self-criticism are part of the area of consciousness and, as we know, ideas and theory become a material force only when they are able to master the masses and become the property of the masses. Then we can talk about criticism and self-criticism as an instrument of social progress, a weapon which helps mankind to discover and overcome mistakes and shortcomings and to educate the people and strengthen their moral characteristics and qualities. Of course, this applies only to a situation where criticism is not too general. Leninist criticism is always concrete, specific, constructive and able to solve problems. It is a help and a signal for comrades to follow a more correct path. It is a demanding and complex method because it deals with real people and often strongly affects their ideas concerning their personal authority, dignity and respect in the eyes of coworkers and their whole environment. Under no circumstances should criticism humiliate or "tear anybody to pieces." By the same token, we must not permit criticism to be answered in an irritated or hysterical tone because some people start to see everything from their own narrow point of view and offended self-compliance.

Room for criticism and self-criticism during the period of building socialism will constantly grow. There are basic prerequisites and conditions for such a growth. First, there are the objective conditions created by the emergence and development of socialist production relations and, second, there are the subjective prerequisites stemming from the constantly growing political awareness, education and morality of our citizens. Third, as underlined in the SLOVNIK VEDECKEHO KOMUNIZMU (Dictionary of Scientific Communism), "even

under socialism the new is being strengthened and obstacles are being overcome by the timely solution of social contradictions, criticism, and competition between opinions and ideas. Concurrently with the development of production, social relations and the growth of awareness, there appears a need to reevaluate and improve our experiences, practices and theoretical concepts and hypotheses. Criticism and self-criticism are means for such a reevaluation and strengthening of the new." And, fourth, the necessity of criticism and self-criticism is dictated also by the subjective errors we inevitably must make in such a new and gigantic work as is the establishing of a new social system, namely, communism. Collective leadership to a great extent protects us from errors but it cannot eliminate errors altogether.

'POCHODEN' Not Specific Enough

Prague RUDE PRAVO in Czech 14 Feb 80 p 3

[Article by Josef Lednicka]

[Excerpt] Analyzing the January issues of POCHODEN, one can conclude that the most effective are such published materials which are based on the experience of tested and engaged party functionaries and workers and which show, in concrete, real and specific cases the readers can understand, how a specific problem has been solved. However, all this requires that authors in their articles and information do not present the facts in a simplified or biased form and, even in cases where they deal with quite positive events, they must not ignore the obstacles and difficulties needed to be overcome.

In this respect POCHODEN is not doing well. A number of articles in POCHODEN lack, for example, a concrete and specific touch one would very much expect from a kraj daily. This also applies to a long article written by Miroslav Samek, chairman of the East Bohemian Kraj Trade Union Council, dealing with the tasks of the trade unions in securing the targets of the economic plan. With the exception of listing 5 enterprises in which the trade unionists have adopted a correct attitude in collective bargaining and two enterprises in which the consultations concerning collective contracts showed short comings, the entire article is a summary of generalities, critical suggestions and instructions. It would be more effective if the article had been a more realistic and particularly a more concrete reflection of experiences from enterprises, plants, and work places containing specific suggestions. A similar weakness appears in a commentary entitled "uncompromisingly towards Shortcomings." The title of the article is self-explanatory. However, the author himself does not take the title to heart and does not offer a good example. According to a "tested" recipe, he mentions the names of several enterprises pursuing a correct path. However, in those parts of the article in which he is expected to detail all bad examples, he deliberately speaks only about a "certain" producer cooperative in the Pardubice Okres.

Preference for generalizations over concrete examples from the kraj is especially shown by the author of a series of articles entitled "Concerning Ideological Topics." Not even in this form should the identification of

problems take anything away from the seriousness of a theoretical view. On the contrary, such an approach would only supplement and explain this theoretical view. The editorial office of POCHODEN should also give a thought to the more effective use of letters written by the working people. So far, these views were aired in the January issues of POCHODEN in a column entitled "We Have Received a Letter." These letters contain interesting information concerning the life and work of our co-citizens in the kraj. However, POCHODEN does not say anything about the possible steps to be taken, in response to these letters, to solve any of the labor or social problems. A column entitled "Let's Take a closer Look at the Bureaucrats" which appear as part of a serial entitled "Over the Letters from our Readers" also does not give us much reassurance. In spite of the fact that this column prints excerpts from readers' letters, the overall content of these remarks could appear in any kraj daily without permitting the readers to know that they are reading about the problems in East Bohemian Kraj. A comparison of the high volume of correspondence to Snezka Mountain is perhaps the only clue that the author and two identified readers--in addition to a number of anonymous persons mentioned--come from East Bohemian Kraj. The January issues of POCHODEN do not have much in their editorials related to the above mentioned problem. A logical conclusion of course is that it would be useless to look for responses which criticism should encourage.

The daily newspaper of East Bohemian Kraj can do many things to improve the effectiveness of its content and of its propaganda, agitation and organizational task.

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CSO: 2400

NEW RANKS INTRODUCED IN NATIONAL PEOPLE'S ARMY

Frankfurt/Main SOLDAT UND TECHNIK in German Vol 23 No 2, Feb 80 p 98

[Article signed 'r/c': "New Ensign Ranks in the VNA: Soviet Model No Longer Met the Requirements"]

[Text] At the end of 1973 the GDR, following the example of the Soviet Union, introduced in the National People's Army (NVA) and the GDR Border Troops a new career service: that of ensign [Faehrich]. It was inserted between the traditional NCO and officer corps to promote extended service and gain qualified personnel for medium level command and technical service positions. The new career service was intended not only to open advancement opportunities for NCO's but also to meet the shortage of officer cadres.

While the [West German] Bundeswehr has integrated this medium level command and technical personnel into the officers corps through the military-technical career service, the NVA and the other Warsaw Pact armed forces have chosen another form corresponding more to the "warrant officer" of the British and U.S. armed forces. This compromise has resulted in a few peculiarities: While the ensigns are of course issued officers' uniforms and shoulder boards similar to those of an officer, they are however denied the officer's honorary dagger. Moreover, on their officers' uniforms they wear the occupational specialty insignia of the enlisted ranks and NCO's: for example, the ensign assigned as company first sergeant wears the silver sleeve stripes adopted from the Wehrmacht, the "piston rings" of the "top kick."

While the other non-Soviet Warsaw Pact armies divided the ensign career service into several ranks from the very beginning, the GDR adhered closely to the Soviet model and left it at only one rank, that of ensign, within the career service. Merely to distinguish service time, varying numbers of stars to indicate years of service were worn on the sleeve insignia of the ensigns--likewise in accordance with the Soviet model.

The adoption of the Soviet model does not seem to have been practical, because in July 1979 the GDR Council of State and National Defense Council

decided in favor of dividing the career service into four different ranks, on introducing an identification insignia for ensign candidates, and on new career designations.

The career service is now divided into the ranks of ensign [Faehnrich], senior ensign [Oberfaehnrich], staff ensign [Stabsfaehnrich] and senior staff ensign [Oberstabsfaehnrich]. The ensign shoulder straps continue to consist of two inner silver-embroidered pieces of piping and two outer gray (dark blue in the People's Navy) pieces of piping on a cloth base on the color of the branch of service. In place of the two gold stars of the former "single-rank ensign," one to four stars are now worn. Ensigns of the People's Navy wear one to four sleeve stripes, depending on their rank, in addition to the shoulder straps; ensigns of the air force wear one to four silver-gray stripes on their pilot or technicians suits. The ensign candidates wear NCO shoulder pieces with a piping edge in the color of their branch of service and a silver (gold in the People's Navy) "P" in the center. The sleeve insignia of the ensign career service (National emblem) remains unchanged. The usual stars for years of service are omitted, however. According to the new career regulations the minimal service time for ensigns is now 15 years (previously 25 years), i.e., between the minimal service time of career NCO's (10 years) and career officers (25 years). The maximum age for all rank groups remains unchanged at 65. For promotion to the next ensign grade a minimum time in grade of five years is required, in addition to appropriate performance. Prerequisite for promotion to senior staff ensign is a minimum service time of 20 years. Now that all the non-Soviet Warsaw Pact states have divided their ensign career services into several ranks, it remains to be seen whether the Soviet Army will follow the example of its satellites.

CSO: 2300

NEW REGULATIONS PUBLISHED DEFINING RESPONSIBILITIES OF COMBINES

West German Commentary

Bonn INFORMATIONEN in German No 20, Dec 79 pp 10-14

['Background' report by FRG Ministry for Inner-German Relations: "New Regulation on Enterprise Organization in the GDR Reinforces Preeminence of Combines"]

[Text] On 13 November 1979 a new "Regulation on State Combines, Combine Enterprises and State Enterprises" took effect in the GDR. This was enacted by the Council of Ministers and provided a new regulation for the organization of combines and still persisting individual VEB's. This new enterprise constitution had long been expected and applies both to the major combines of industry and construction immediately controlled by the industrial ministries (centrally controlled combines) and to combines subordinated to the economic authorities in bezirks, kreises and municipalities (bezirk and locally controlled combines). The legal regulations specifically applicable to state enterprises (combine enterprises and individual VEB's) refer to the roughly 7,000 industrial and construction enterprises of the GDR. The new combine decree largely supersedes the earlier (1973) decree on the functions, rights and duties of state production organizations.

In future a single organizational type--combines--will more or less dominate industry and construction, and account for more than 95 percent of these two sectors of the economy. Either dissolved or converted to combines in recent years were the VVB's [associations of state enterprises] which flourished until the early 1970's. In the period 1963-1973 they had considerable economic significance due to the output potential concentrated in them. By now only a residue of 20-25 VVB's is left.

For the time being the enactment of the new regulation has concluded the reorganization and transformation of industry and construction in the GDR, initiated in 1976. The legal regulations concerning enterprises are quite

similar to the VEB and combine laws introduced in 1967/1968 and 1973 respectively. New provisions govern the legal status of the individual enterprises integrated in a combine and the co-determination rights of combine enterprises in the matter of foreign trade transactions.

By this revaluation of the combines as the preeminent enterprise units and by doing away with the management level of the VVB's the hitherto three-tiered management hierarchy of the GDR economy (industrial ministry--VVB--combine/VEB), established in the 1960's, has been pretty much replaced by a two-tier management system (industrial ministry--combine).

Concentration Since 1967/1968

In the first merger campaign (1967-1972) 37 combines were set up in the sector industry and directly subordinated to the industrial ministries. In 1972/1973 the management of these first combines involved about half the approximately 1,600 centrally controlled industrial enterprises.

At that time the remaining VEB's of centrally controlled industry were almost all incorporated in VVB's. Until the late autumn of 1979 the incidence of centrally controlled major combines in industry rose by the merger of enterprises and small combines as well as by the conversion of VVB's into combines--from 37 in 1973 to 90 in 1979. Included in this reckoning are the three combines controlled directly by the Ministry for Bezirk Administered Industry and Food Industry. It is planned by the end of 1979 to establish a total of 129 combines in the sectors industry and construction. These conglomerates, directly controlled by the industrial ministries, will then account for 91 percent of all employees in the sectors industry and construction (2,413,000 employees). The rate of combine establishment in the GDR in recent years may be gauged from the fact that the 70 centrally controlled industrial and construction combines set up until 1976 concentrated only 36 percent of all employees in industry and construction.

In 1976 centrally controlled industrial and construction combines accounted for 41 percent of the output of goods and services in these two economic sectors. Their contribution to "industrial goods production" was to be more than doubled by the end of 1979 (88 percent).

Guenter Mittag, SED Central Committee secretary for economics, hopes that the past years emphasis on combine establishment will help the state economy more than hitherto to achieve "new scientific-technological results and make them utilizable and profitable in shorter delays. (This also includes) the introduction of more modern technologies by way of rationalization."

Shift of the Research Potential to the Combines

That is the reason why, in the past 4 years, nearly the entire potential available in industry and construction for research and development was shifted to the centrally controlled combines. In 1976 the major combines

then existing disposed of 44 percent of the research and development capacities of industry and construction; nowadays the directorates of the centrally controlled industrial and combines have at their disposal more than 90 percent of the total research and development potential of these two production sectors. This concentration is also reflected in the manpower figures: From 1976 to 1979 the numbers of researchers, development engineers, designers, laboratory technicians and other specialists employed by centrally controlled combines rose from about 50,000 to more than 110,000.

The second wave of concentration (1976-1979) resulted in the decline of the economic importance of bezirk and locally controlled industry and construction. At the present time the regional state organs no longer have a production potential worth mentioning. All enterprises of even medium dimensions were incorporated in the classification "centrally controlled economy." According to official reports some 1,200 enterprises earlier subordinated to economy managing authorities at bezirk level were transferred to the competence of the "centrally controlled industry" in the period 1972-1977 alone. This corresponds to a 25 percent reduction in the numbers of enterprises controlled by bezirk organs.

By the criterion of numbers, GDR state industry in 1967 consisted to 53 percent of "centrally controlled" production plants and to 37 percent of "bezirk controlled" and "locally controlled" enterprises. The bezirk economic councils and the apparatus of bezirk, kreis and municipal councils was and is competent for the planning of the economic activities of the latter groups of enterprises.

In 1967 more than 70 percent of total employees in industry represented the personnel of "centrally controlled" enterprises. The remaining barely 30 percent of industrial employees worked for state, semi-state, cooperative and private enterprises and were managed, directed and controlled by regional and local state organs. In 1967 the output of the industrial state enterprises controlled by bezirk, kreis and municipal agencies amounted to more than 12 percent of total gross industrial output. In the same year centrally controlled enterprises already accounted for 73 percent (the remaining 15 percent of gross production in 1967 derived from cooperative, semi-state and private enterprises; the nationalization action in 1972/1973 transformed all private and semi-state industrial enterprises into "state enterprises").

From 1980 on, consequent upon the progressive centralization of subordination relations, as much as 88-90 percent of all goods and services produced by industry and construction will be generated by 129 major combines, managed and controlled centrally by 11 industrial ministries; for industry alone the percentage rate is most likely going to be 97-98 percent.

In order to be able to cope with the accumulation and processing of data, the planning, management and efficiency verification required by this highly centralized economic control the GDR economic leadership reduced the numbers of the total of enterprises, combines and VVB's subordinated to it. Independent

enterprise units in state industry declined from 10,000 VEB's in 1973 to 6,200 VEB's at the end of 1978. In the same period the merger of medium and large enterprises in the construction industry into large-scale organizations reduced the numbers of those enterprises from 1,698 units (end 1972) to 793 VEB's (end 1978).

The Various Types of Combines

The combine regulation now issued by the Council of Ministers is a scope-defining law which requires complementation by implementing regulations to settle many details. From the internal aspect old and new combines are not organized in a standardized manner. Admittedly, as a rule a parent enterprise is responsible for the management of the combine. This parent enterprise is likely to be the most important enterprise within the conglomerate, and often the production of the other combine enterprises (component suppliers) is oriented to it because it tends to be the producer of the final product. The management of the parent enterprise (general directorate, management departments, technical directorates, functional departments) simultaneously handles the duties of combine management.

In addition to the type of organization involving a parent enterprise there are three more types of supra-enterprise unions of production plants under the roof of a single combine:

- Mergers of enterprises with an independent combine management not tied to an individual enterprise;
- Mergers of enterprises with a general directorate which delegates some of its management functions to selected model enterprises which, in turn, are responsible for controlling enterprises with a specific and related production program (product group model enterprises);
- Combines consisting of only one large enterprise. In this case their legally and economically dependent works sections are controlled by sectional directorates and functional departments of the combine management. Some 20 percent of combines in GDR industry are accounted for by such major enterprises.

The combine is headed by a general director who exercises a dual function: On the one hand he is responsible for carrying out the political and economic party and government assignments in the combine; on the other he holds the main responsibility for the large enterprise. He is directly subordinated to the competent industrial minister who appoints and dismisses him. The general director is personally responsible and accountable to the minister for the result of his work.

Legal Status of the Individual Combine Enterprises

The discussion of the new enterprise constitution disclosed different interpretations of the legal status of the individual combine enterprises. The Council of Ministers has now settled the issue in the new decree: Though in future the combine will be the basic economic unit and have its own legal identity, the individual combine enterprises will retain their legal and, to some extent, their economic independence also. The new regulation entitles the individual combine enterprises to, among others, conclude business contracts with third parties (purchase and sales contracts, disposal contracts with local authorities, labor contracts). Moreover they are permitted directly to borrow from state banks.

To accomplish its economic tasks the combine management as well as each individual combine enterprise is allocated its "own funds" of basic assets, circulating assets (stocks of materials, semi-finished goods) and money capital (bank deposits). The enterprises inducted in the production system "combine" thus retain some limited financial independence. The general directorate and the works directorates of the integrated enterprises are obligated to use the separately managed and utilized funds of economic resources "to the best possible useful effect," and to follow instructions as to the fulfillment of plan assignments.

Each single combine enterprise must set up and maintain its own enterprise accounting system. This legal instruction obligates the combine enterprises each year to draw up a balance sheet as well as a profit and loss account. This compilation of separate profitability and profit and loss accounts is designed on the one hand to ensure that successes in the achievement of overall combine tasks are credited to the respective quarter and, on the other, that the combine enterprise may be held responsible for combine shortfalls in plan fulfillment if it was actually guilty of causing them.

A "combine charter" serves as the basis of the internal order in the combine and guideline for the cooperation of the sections with the whole. This charter provides for the most important institutional features of the combine (name, head office, branches), its incorporation in the management hierarchy, organizational structure (type of combine, management cadres, legal representation of the enterprises, and so on), supra-enterprise assignments and the rights and duties of the individual combine enterprises.

New Regulations for Foreign Trade Transactions

The new combine decree ordains that the combines may in future be given greater powers in concluding foreign trade contracts on their own behalf. Such powers may be granted combines which--unlike some selected major combines--were not permitted to set up their own foreign trade enterprise (AHB). As soon as the GDR economic leadership has bestowed an "own business authorization" on interested combines, the latter will be permitted to conclude foreign trade contracts on their own behalf and on their own account. As a

rule, though, the assignment of these powers permits the combines only to effect export contracts.

All initiatives taken within the scope of independent business powers in order to raise exports to Western industrial countries and developing countries are to be discussed and coordinated as thoroughly as possible by the combine managements and the foreign trade enterprises specialized by industrial sectors.

Official Text of Regulation

East Berlin GESETZBLATT DER DEUTSCHEN DEMOKRATISCHEN REPUBLIK in German
Part I No 38, 13 Nov 79 pp 355-366

[Official text of regulation dated 8 November 1979, signed by W. Stoph, chairman, GDR Council of Ministers: "Regulation on State-owned Combines, Combine Enterprises and State-owned Enterprises"]

[Text]

I.

Responsibility and Status of the State-owned Combine and Combine Enterprises

Article 1

(1) The state combine as the basic economic unit of material production is a modern type of management and organization in industry and construction as well as other sectors of the economy on the basis of standardized state property. It disposes of scientific-technological, production and sales capacities. The combine ensures the close connection of scientific-technological research, planning and technological preparation of production including the construction of the necessary rationalization aids, vital components and also sales and customer service organizations with the aim of the efficient and good quality production of finished goods for the economy, the state, the export trade and the supply of the public. By means of the plans it organizes the largely comprehensive reproduction process and, to that end, deepens specialization, concentration and cooperation in order steadily to improve the ratio of expenditure to results.

(2) The combine exercises its functions in implementation of the resolutions adopted by the party of the working class and on the orders of the socialist state on the basis of the law and other legal regulations.

(3) The combine consists of combine enterprises or enterprise sections.

Article 2

(1) The combine's economic responsibility consists in

-- The assurance of the production, appropriate in volume, quality and value, of the final products determined in the state plans;

- The development of new products of the most advanced scientific-technological standard and their rapid transfer to production; here the proportion of top performances with regard to the scientific-technological standard, functional reliability, design and the reduction of costs must steadily increase;
- The organization of the combine reproduction process as rationally and efficiently as possible and involving the most modern technologies, hand in hand with the minimum construction expenditure;
- The steady expansion of output, especially by rationalization investments, hand in hand with a declining proportion of construction expenditure;
- The planned improvement of the ratio of expenditure to result, the reduction of prime costs hand in hand with the simultaneous increase in value by quality production;
- The organization of efficient marketing, especially in the matter of exports, including the necessary customer service;
- The steady improvement in the working and living conditions of the working people especially in material production.

(2) The combine carries out the tasks assigned it by the competent organs for strengthening national defense and assists the socialist military education of the working people.

Article 3

- (1) The combine is part of the united socialist economy. It is obligated to defend and multiply the national property entrusted to it.
- (2) The combine disposes of funds of the united state property consisting of the central fund of the combine and the funds of the combine enterprises. The combine is entitled to establish, own, use and dispose of funds within the scope of legal regulations and the plan. The central funds of the combine are to be accounted for separately from the funds of the combine enterprise. The combine is obligated to deploy the funds with the greatest possible profit for the economy.
- (3) The combine works in accordance with the mandatory assignments of the economic plans and economic accounting. It has full responsibility for supplying the economy, the state, the public and the export trade with the final products determined for the combine, and to turn out products appropriate to the demand, at the proper time and in good quality.
- (4) The combine is capable of acting as a legal entity. It is a legal person, enters into obligations on its own behalf and is liable for their discharge. Its name must indicate the fact of its being owned by the state;

the combine uses this name in all legal transactions and enters it in the register of the state economy.

(5) The combine management is to be organized clearly and in the most rational way possible. The basic structure of the combine management is confirmed by the minister; changes require his approval.

Article 4

(1) In connection with the management of its reproduction process the combine exercises state functions of economic management and implements them' directly in the general state interest. The rights and duties required are therefore settled in legal regulations.

(2) The combine is subordinated to a ministry. The ministry must guarantee the economic and juridical independence of the combine in the fulfillment of its economic assignments as well as the greatest possible state, plan and contract discipline.

(3) The ministry must prepare decisions for the realization of economic policy with the combine and support their implementation. The minister must regularly talk with the general director and develop an exchange of experiences.

(4) The minister may assign the combine rights and duties which are actually within the competence of the ministry. By so doing the ministry is not relieved of its responsibility for the observance of these rights and duties.

Article 5

(1) The combine is managed by a general director. He manages the combine on the principle of one-man administrative leadership coupled with the collective discussion of basic issues and the comprehensive involvement of the working people.

(2) The general director is fully and personally responsible to the party of the working class and the government of the GDR for the development of the combine, the accomplishment of combine assignments determined by decisions of the Central Committee, state plans and legal regulations.

(3) The general director ensures close cooperation with the local people's representations and their councils in order to achieve coordinated development in the region. In the main this includes issues such as the location of productive forces, the rational regional organization of the production structure, the development of the infrastructure and the utilization of regional resources.

(4) The general director involves the directors of the combine enterprises in the preparation of important decisions and the management of the combine.

The composition and tasks of the collective consultative organs must be set out in the charter.

Article 6

(1) Within its classification in the reproduction and management process of the combine the combine enterprise is an economically and juridically independent unit. It must carry out with the greatest possible efficiency the tasks assigned it within the combine regarding production, research and development, planning, rationalization and marketing. On the basis of the state targets assigned the combine it is allotted its plan targets and is fully responsible for their accomplishment and accounting. The combine enterprise may be a production enterprise for final products, a production enterprise for components, a research and development facility, a planning office, a rationalization aid enterprise and construction enterprise as well as a trading enterprise, customer service facility, and so on.

(2) The combine enterprise is capable of acting as a legal entity. It is a legal person and, on its own behalf, may enter into obligations and be liable for their discharge. It has its own name which must include the designation "VEB" and to which may be added an indication of membership in the combine. The combine enterprise must be entered in the register of the state economy.

(3) The combine enterprise is managed by a director on the principle of one-man administrative leadership coupled with the collective discussion of basic issues and the comprehensive involvement of the working people.

(4) The enterprise sections within the combine or combine enterprises must carry out economic tasks within the scope of the division of labor. To accomplish these tasks the enterprise section may be assigned rights and duties by way of legal regulations, the charter or directives.

Article 7

(1) For the purposes of the ongoing specialization, concentration and cooperation within the combine, in accordance with the legal regulations and mindful of the need to ensure the economically justified demand, the general director of the combine is entitled to alter the functions and tasks of the combine enterprises, transfer them to other combine enterprises or shift production among the combine enterprises. The combine may establish enterprise sections, remove enterprise sections from one combine enterprise and assign them to other combine enterprises. At the same time the general director decides in how far funds are to be reallocated and material resources transferred either with or without recompense. If such assignments affect the provisions of the charter, the latter must be changed.

(2) The general director decides the tasks to be centralized, especially in the fields of research and development, investments, material management,

marketing, accounting and statistics, professional training and further education, market research and proprietary rights, in order to ensure the greatest possible efficiency. Such tasks may also be assigned to combine enterprises.

Article 8

(1) The general director and the directors of the combine enterprises must ensure socialist legality by skilled management. They are obligated at all times to maintain order, safety and discipline. With the involvement of the working people and their social organizations they act preventively to protect the working people and state property, organize smooth-flowing and uninterrupted production and take care to avoid damage and losses. They ensure the greatest possible political vigilance and comprehensive secrecy within their sphere of responsibility and to the outside. Socialist law, especially economic law and the labor code, must be effectively applied. The rights of the working people must be preserved.

(2) Only state organs and institutions properly authorized by legal regulations are entitled to assign targets and issue directives to combines and combine enterprises.

II.

Tasks of the State Combine and Combine Enterprise

Planning and Balancing

Article 9

(1) The combine and the combine enterprises draft their plans in accordance with legal regulations on the basis of the five-year plan and the annual plan.

(2) The state plan quotas and other state plan decisions represent the basis for the drafting of plans by the combine and the combine enterprises.

(3) By way of the plan and following his own ongoing and long-term conceptual work the general director ensures the internal cohesion of the combine's re-production process. This includes the speed-up of scientific-technological progress and the economic use of its results, planned rationalization for increasing output with the greatest possible efficiency as well as the improvement of the working and living conditions of enterprise employees. At the time of plan drafting and plan fulfillment in the combine the principal factors of intensification are fully applied for the achievement of the advanced output of a distributable final product of good quality turned out at steadily declining costs.

(4) The combine and the combine enterprises carry out planning and balancing on the basis of progressive normatives, norms and technical-economic indices

for the use, utilization and consumption of embodied and live labor. In so doing they must take into account the most up-to-date scientific-technological findings and economic needs.

(5) At the time of the preparation of plan drafts the general director ensures constant close consultation between the combine and the combine enterprises as well as between the combine, the ministry and the State Planning Commission.

(6) The general director defends the combine plan draft to the minister, demonstrates the observance and purposeful overfulfillment of state assignments, and explains the efficacy of the main factors of intensification. On his own responsibility the general director takes decision on the plan defenses of combine enterprises.

Article 10

(1) The general director completely breaks down the state plan quotas assigned the combine and allocates them to the combine enterprises. He fixes further plan targets in accordance with legal regulations and allocates them to the combine enterprises. The general director is entitled to assign the combine enterprises targets which go beyond state targets if this is called for by economic requirements.

(2) For the purpose of the thorough discussion of the plan with the workers the combine enterprises break down the state targets issued, especially quality indices, to enterprise sections, departments, brigades and jobs.

(3) The general director guides the combine enterprises in the drafting, implementation and control of the plans. He is obligated to enforce the targets of the state plans in the combine enterprises.

Article 11

(1) On the basis of the state plan quotas and other state plan decisions the combine is responsible for meeting the economically justified demand.

(2) The combine observes as a state function and in the economic interest the responsibility assigned it for material, equipment and consumer goods balancing. It closely cooperates with all those involved in yield and use and ensures the necessary material-technical proportions and interrelations, especially between the production of end products and components or spare parts. The same applies to the combine enterprises if they have been assigned balancing responsibility. The details of these tasks, rights and duties must be settled in the legal regulations on material, equipment and consumer goods balances.

(3) For the products to be balanced by it the combine ensures a yield from output and imports, which corresponds to the economically justified demand.

That is done mainly by the development of its own production. The general director must, in good time, arrive at the necessary decisions to meet the economically justified demand of all consumers of the products of his balancing sphere. Secondary raw materials are included in balancing in full equality with primary raw materials.

(4) The tasks of construction combines and combine enterprises in the field of balancing construction and planning services within the scope of the standardized central plan for the construction industry must be regulated in accordance with the decree on construction balancing.

Science and Technology

Article 12

(1) The combine and the combine enterprises consistently align their scientific-technological work to the development of the performance and efficiency development of the national economy. They organize the work on the speed-up of scientific-technological progress as the key issue of the further rise in scientific-technological performance and ensure the rapid transfer of scientific-technological results (especially top ranking advances) to productive utilization.

(2) The combine organizes low-cost production by a standardized technological process and ensures the greatest possible productivity by means of efficient specialization and the prevention of the fragmentation of production.

(3) The general director safeguards the priority of the material-technological assurance of the tasks of the state plan science and technology. He sets the combine enterprises advanced targets for scientific-technological work in order in important sectors to achieve and help set advanced international standards.

(4) The general director is responsible for the drafting and implementation of the basic orientation of scientific-technological development in the combine as well as for the inclusion of the targets involved in the plans. He ensures that the long-term economic targets on the saving of working hours, the conservation of material and energy are achieved in accordance with the necessary higher criteria.

Article 13

(1) To safeguard the achievement of their tasks in the field of science and technology the general director and the directors of the combine enterprises ensure close cooperation with the GDR Academy of Sciences, the universities and technical schools, other scientific institutions and the state organs competent in this field as well as the foreign trade enterprises and important cooperation partners.

(2) The general director ensures the necessary steady build-up of the combine's research and development potential and guarantees its most efficient possible deployment. He applies advanced international criteria to scientific-technological work and its development trends by applying uncompromising world standard comparisons.

(3) The general director and the directors of the combine enterprises encourage and promote inventive creativity and orient inventors to scientific-technological tasks of economic importance.

(4) The general director and the directors of the combine decide on purposeful measures for the organization and the key points of socialist cooperation and mass initiative for the ongoing speed-up of scientific-technological progress. They provide the prerequisites for the work of innovators, ensure the inclusion of youth projects in the plan science and technology as well as their implementation, and encourage the movement of the "fair of the masters of tomorrow."

(5) The general director decides the targets for the development of product quality and the standard of quality in production. He does so on the basis of the state plan targets and the key points of quality development assigned by the Office for Standardization, Measurement and Testing.

(6) The combine must carry on as a state function the responsibility assigned it in the field of standardization.

Article 14

Basic Asset Management and Rationalization

(1) The combine and the combine enterprises are responsible for the rational use, maintenance, discarding, renewal and expansion of basic assets generally. They manage and plan their basic asset reproduction on the basis of the state plan targets and other state plan decisions as well as the results of steady long-term conceptual work in the combine. This is done with the aim of ensuring the greatest possible efficiency and availability of the basic assets as well as improving efficiency by the speedier application of scientific-technical progress and socialist rationalization.

(2) The combine and the combine enterprises ensure the proportional development between maintenance and renewal as well as expansion and new construction, which will ensure the planned modernization of basic assets on the basis of new technologies and production processes.

(3) The combine and the combine enterprises ensure the planned preparation and execution of investments in accordance with economic priorities and sequences, always emphasizing socialist rationalization. By the concentrated use of construction capacities and equipment their contribution to the reinforcement of the material-technical basis of the national economy is steadily raised. They constantly improve the ratio of investment expenditure to use.

(4) The combine guarantees the implementation of the measures and tasks of socialist rationalization, especially the use of the newest developments and scientific-technical findings for new technologies and processes in connection with the production of the appropriate production equipment and the broad comprehensive application of the results in production.

(5) The general director of the combine ensures the adoption of measures and tasks of the state plan socialist rationalization in the combine plans, on his own responsibility decides further rationalization key points for the combine enterprises and ensures priority for their material-technical backing.

(6) The general director and the directors of the combine enterprises ensure the implementation of the assigned regional rationalization projects by inclusion of the respective tasks and measures in the plans of the combine and the combine enterprises and their consistent implementation.

(7) For the maintenance and rationalization of its basic assets the combine develops its own planning capacities, construction departments and capacities for the construction of rationalization aids, ensuring their efficient cooperation in combine rationalization.

Article 15

Material Management

(1) By the consistent introduction and use of designs, processes and technologies corresponding to the most advanced standards of science and technology the combine and the combine enterprises use the available energy, raw materials and materials with the greatest possible useful effect. They use progressive norms and indices of economic material and energy use and carry out further differentiated conservation measures to lower specific material and energy consumption.

(2) The combine and the combine enterprises are responsible for the material-technological safety of plan tasks. The general director decides the effective use of the energy, raw materials and other materials, components and equipment made available for the combine from balance parts. He does so with the aim of achieving the steady lowering of production consumption.

(3) The combine and the combine enterprises must ensure the orderly management of stocks and warehouses. They ensure the comprehensive economic utilization of all secondary raw materials and waste products, and actively cooperate in the necessary scientific-technical measures and the safety of investments with the users.

Socialist Economic Integration and Foreign Trade

Article 16

(1) In organizing its reproduction process the combine uses all the potential offered by socialist economic integration with the USSR and the other CEMA member countries. It is obligated to prepare and carry out centrally determined measures for the further deepening of socialist economic integration.

(2) Together with the foreign trade enterprises and in preparation of the coordination of plans the combine drafts reasoned proposals and variants concerning international economic and scientific-technical cooperation, especially with respect to production specialization and cooperation and research cooperation.

(3) The combine is responsible for the planned execution of the obligations arising from international contracts and treaties in the field of socialist economic integration. The general director makes sure that the economic and scientific-technical tasks arising therefrom are included in the plans of the combine enterprises.

(4) On the basis of state plan targets and other central state decisions the combine coordinates with its appropriate partners in the CEMA member countries the development of research and production, and it organizes the exchange of experiences.

(5) Together with the competent foreign trade enterprises the combine concludes international business contracts on the specialization and cooperation of production with its partners in the CEMA countries.

(6) The combine enterprises are responsible for carrying out the tasks assigned them and relating to socialist economic integration, especially with regard to the planned preparation and conduct of specialization and cooperation of production. For that purpose they organize the necessary cooperation relations at home by the conclusion of long-range business contracts.

Article 17

(1) The combine and the combine enterprises are obligated to observe the planned development, further development and production of marketable, saleable and foreign exchange profitable export products at an advanced scientific-technological standard as well as the thriftiest use of imports.

(2) The combine organizes rational cooperation with foreign trade enterprises concerning marketing and pricing, international specialization and cooperation, the new and further development of products, processes and technologies, external marketing and purchasing organization, the delegation of technical staffs, the assurance of spare part supplies and the handling of customer service including professional training and further education.

(3) In compliance with the state foreign trade monopoly it is possible for a foreign trade enterprise to be set up as part of the combine in order to carry out foreign trade tasks relating to exports and imports.

(4) To increase the responsibility of the combine for the execution of foreign trade tasks the combine's authority to conduct business on its own behalf may be developed with due regard for the interests of the state foreign trade monopoly. The authority to conduct business on its own behalf may be assigned to a combine enterprise only by a foreign trade enterprise. It requires approval by the general director of the combine.

Economic Accounting, Financing and Prices

Article 18

(1) The combine and the combine enterprises operate economic accounting on the basis of the plan and in accordance with the legal regulations. The general director and the directors of the combine enterprises are responsible for the efficient circulation and turnover of material and financial funds. The combine and the combine enterprises earn the financial resources by simple and expanded reproduction. They earn profits and use them to meet their financial obligations toward the socialist state, finance expanded reproduction and establish the funds of material interestedness.

(2) On the basis of legal regulations, state plan targets, other state plan decisions and in accordance with the fixed demarcation of tasks between combine and combine enterprises the general director decides

-- The amount of profits to be earned by the combine enterprises,

-- The volume of funds to be established in the combine enterprise and, centrally, in the combine,

-- The amounts to be paid by the combine enterprises as profits to the combine for the purpose of the concentrated use of money in the combine and the fulfillment of obligations toward the state budget.

(3) The general director and the directors of the combine enterprises enforce the principle of socialist thrift. Financial resources of the combine and the combine enterprises may only be used for carrying out planned performance and efficiency goals.

(4) The general director and the directors of the combine enterprises ensure the efficient use of the productive funds and the systematic lowering of production consumption and the expenditure of social labor time.

(5) The director of the combine enterprise uses internal enterprise accounting to mobilize the working people. To this end he ensures the standardization of costs as per the most advanced standard of technology, the breakdown

and reporting of costs by type of cost, cost centers and cost units as well as the use of other proven methods of socialist business management. He regularly informs the working people about the performances and results achieved in cost reduction by the work collectives.

(6) The general director must decide whether the costs of the combine management are to be financed from cost apportionments to the combine enterprises or planned costs of the parent enterprise.

Article 19

(1) The combine and the combine enterprises must precisely ascertain, report in a manner suitable for checking and analyze their operations in accordance with the legal regulations on accounting and statistics. They must also comply with the requirements of centralized reporting.

(2) In accordance with legal regulations the combine enterprise is obligated at the request of local state organs to make available in the form of numerical data certain results of the business operations of enterprise sections located in a different region from that of the combine enterprise.

(3) The combine and the combine enterprises ensure that the loans made available by the bank on the basis of the plan are deployed with the best possible useful effect. They must maintain close cooperation with the bank.

Article 20

(1) The general director and the directors of the combine enterprises ensure the utilization of the price to reduce prime costs, encourage production in the appropriate quality and style as well as aid socialist intensification, especially scientific-technological progress and genuine performance evaluation.

(2) According to central state basic decisions the combine manages, plans and coordinates pricing for the products and services of the enterprises involved in production within its proper scope and consonant with legal regulations.

(3) The combine carries out the tasks assigned it with regard to planned price fixing, especially by deciding on cost and price presetting, industrial and consumer prices and enterprise surcharge rates for indirect costs. Here it starts from progressive normatives, norms and indices of economic material use, labor time expenditure and other normatives of price fixing. The combine is responsible for preparing proposals for the central confirmation of cost and price quotas as well as industrial and consumer price and calculation normatives.

(4) The combine is responsible for the preparation and execution of planned industrial price changes in the combine. It submits proposals for planned industrial price changes.

(5) The combine and the combine enterprises must carry on effective price controls in their sphere of responsibility.

Article 21

Organization of Work and Working and Living Conditions

(1) The combine must ensure that the comprehensive use of scientific labor organization in the combine contributes to rising productivity, saves jobs, frees manpower and improves the working conditions of the working people. It is obligated to assign to the combine enterprises targets coordinated with the appropriate local councils and relating to the rational use and structure of manpower, the saving of jobs and the development of shift work.

(2) The general director must ensure the enforcement of the socialist performance principle. On the basis of legal regulations and state plan targets the combine plans the wages fund and breaks it down for the combine enterprises in accordance with the requirements on performance and the development of manpower. It must assign the combine enterprises key points relating to the realization of the principle "new technology--new norms" and the enforcement of the socialist performance principle with regard to wages and premiums.

(3) On the basis of legal regulations and the key points assigned by the combine for the use of the wages fund the director of the combine enterprise must so organize wages as to interest every employee in the achievement of outstanding performances, the acquisition of the necessary skills and the acceptance of greater responsibility.

(4) By way of the plans the general director must ensure the advance in the living and working conditions of the working people in the combine. The combine is obligated to exert influence on the development of working conditions in the combine enterprises as well as enable the working people to achieve outstanding output, ensure safety on the job, encourage the working peoples conscious attitude to work and creativity as well as ease work effort. It must make sure that the combine enterprises join in common measures for the improvement of working and living conditions in the region.

(5) The combine enterprise is responsible for the improvement of cultural, social and health care, of supplies for workers--especially shift workers. It must encourage social life in the cities, city districts and communities, especially by the common use of cultural, sports, social and medical facilities. The combine enterprise must conclude contracts on the joint use of resources and capacities with other enterprises and the councils of cities, city districts and communities--in accordance with legal regulations.

Article 22

Cadre Work and Education

- (1) The general director and the directors of the combine enterprises are responsible for the implementation of the principles of socialist cadre work. They ensure that the leading role of the working class is realized by the planned selection, distribution, training and education of cadres, including the development of the cadre reserve.
- (2) The general director and the directors of the combine enterprises ensure the timely selection and purposeful preparation of cadres especially for rationalization and investment projects and for the tasks of science and technology.
- (3) The general director and the directors of the combine enterprises ensure the steady improvement of the Marxist-Leninist and technical training of senior staffs, the constant perfection of their knowledge, abilities and qualities as well as their communist education.
- (4) The combine ensures the progress of long-term conceptual work regarding the development of the structure of skills and professions. It must issue orientations to the combine enterprises regarding the fixing of the necessary educational measures and contents.
- (5) The combine enterprise is responsible for the steady training and further education of the working people in accordance with its tasks and development. It must in good time prepare the working people for greater demands on their knowledge, skills and attitudes--arising from intensification and the use of new scientific-technological findings.
- (6) The combine enterprise must plan and conduct vocational training for apprentices as well as training and further education for skilled workers and foremen. It is responsible for the planned educational work in the state vocational facilities of the combine enterprise on the basis of state curricula, programs and normatives; it must also ensure the polytechnical education of students at secondary schools.
- (7) The combine enterprise must provide as planned the necessary material, personnel and financial prerequisites and conditions for conducting the vocational training of apprentices, the education of adults and the polytechnical training of students. It is responsible for the planning and recruitment of young skilled workers, university and technical school cadres.

Article 23

Cooperation Relations

- (1) The combine and the combine enterprises must ensure the unity of plan, balance and contract. They establish efficient cooperation relations with

other combines and enterprises as well as economy managing organs on the basis of the state plan targets and other state plan decisions.

(2) The general director of the combine settles cooperation relations among the combine enterprises in accordance with the specific features of the combine and on the basis of the plan--with due regard to the principles of contract law. Disputes among combine enterprises in the organization and realization of cooperation relations are arbitrated by the general director. He may ask senior employees of the combine to settle disputes.

(3) If the combine has a foreign trade enterprise, relations between this foreign trade enterprise and other combine enterprises are governed exclusively by the legal regulations issued for foreign trade.

III.

The Management of the State Combine and Combine Enterprise

The Responsibility of the General Director of the Combine

Article 24

(1) The general director manages the combine on the principle of one-man administrative leadership coupled with the collective discussion of basic issues and the comprehensive involvement of the working people. The general director is directly subordinated to the minister who appoints and dismisses him. He is personally responsible and accountable for the fulfillment of combine assignments. The general director is instructed only by the minister.

(2) In accordance with the principle of democratic centralism the general director closely cooperates with the enterprise party organizations, the competent labor union organs and other social organizations; he ensures the all-round involvement in management and planning of the creative initiative of the working people in the combine. He sets targets for the socialist competition and reports to the working people of the combine on plan implementation.

(3) The general director ensures that the reproduction process in the combine is managed with due regard for production relevance and standardized management for the purpose of fulfilling economic tasks. In accordance with his responsibility for the operation of the combine the general director concentrates his management efforts on the tasks vital for raising the performance and efficiency of the combine, the observance of state obligations and the all-round fulfillment of the plan by months and quarters.

(4) The general director is entitled to request decisions or agreement from the minister. The request for decisions must be accompanied by proposals for settling the issue in question.

Article 25

- (1) The directors of the combine enterprises are subordinated to the general director. He appoints and dismisses them. In principle the general director alone is entitled to instruct the directors of the combine enterprises.
- (2) On the basis of the master structure promulgated by the minister the general director must set up technical sections, management organs and functional organs. The technical sections must always be headed by technical directors.
- (3) The technical directors are subordinated to the general director. He appoints and dismisses them. In accordance with their responsibilities they must prepare, carry out and supervise the implementation of the general director's decisions. The technical directors are obligated to direct the technical sections of the combine enterprises. The general director may assign them the right to issue orders with respect to the fulfillment of specific tasks.
- (4) With the approval of the minister the general director is entitled to appoint technical directors and directors of combine enterprises as deputies to the general director. Insofar as the specific reproduction conditions in the combine require, he may--with the minister's approval--appoint a first deputy to the general director.
- (5) The functions, rights and duties of senior cadres are to be exactly set down in functional plans.
- (6) The combine management structure requires confirmation by the minister.

Article 26

The Organization of Combine Management

- (1) In accordance with the requirements of the united management of the economy and the specific reproduction conditions, the management system of the combine must be simple, clear and involve little administrative expenditure. As a rule it should be linked with the management of a combine enterprise--management by way of the parent enterprise. If required by the specific reproduction conditions in the combine, an independent combine management is to be established. The minister decides the management type to be used in the combine.
- (2) If the combine is managed by way of a parent enterprise the general director always exercises the function of the director of the parent enterprise also. The same applies *mutatis mutandi* to technical directors and other senior employees of the combine. Details must be settled in combine regulative orders.

(3) For the rational organization of the reproduction process in the combine the general director is entitled to assign to combine enterprises the handling of combine management tasks for several combine enterprises (model enterprise). The director of a model enterprise has the right to instruct, supervise and direct within the scope of these management tasks. The functions, rights and duties involved must be regulated in combine regulative orders.

(4) The combine organizes product group work as a type of supra-enterprise socialist cooperation among combine enterprises and enterprises subordinated to economy managing organs or local councils and turning out products for the same or similar final use, or manufacturing by technologically related procedures.

(5) As a rule the general director assigns to combine enterprises the function of product group model enterprises. The director of the respective enterprise is appointed by the general director of the combine as head of the product group and accountable to the general director for completing his assignment.

The Responsibility of the Director of the Combine Enterprise

Article 27

(1) The director manages the combine enterprise on the principle of one-man administrative leadership coupled with the collective discussion of basic issues and the comprehensive involvement of the working people. He closely cooperates with the enterprise party organization, the competent enterprise labor union and FDJ leadership and other social organizations; he ensures cooperation with local state organs.

(2) Led by the party of the working class and together with the labor union, the FDJ and other social organizations the director of the combine enterprise encourages the creative activity of the working people, their wealth of ideas and readiness to serve, and he uses them all-round for the accomplishment of the combine enterprise tasks. He closely cooperates with the labor union, provides the proper prerequisites for the greatest possible efficacy for the socialist competition organized by the labor union and the actual accounting of the results achieved.

(3) The director of the combine enterprise consults with the working people about plan targets and other basic issues of the development of the combine enterprise and is obligated regularly to report on the fulfillment of the planned tasks and the socialist competition to work collectives, especially labor union membership meetings.

(4) The director of the combine enterprise is subordinated to the general director of the combine and is responsible and accountable to him.

(5) The director must organize the management of the combine enterprise in accordance with the requirements of standardized combine management and the specific reproduction conditions. Management organization must be simple, clear and involve little administrative expenditure.

Article 28

(1) Subordinated to the director of the combine enterprise are the technical directors, the heads of management and functional organs and, if required, the managers of other structural units. The technical directors are appointed and dismissed by the director of the combine enterprise.

(2) The director of the combine enterprise issues the structural plan which decides the subordination of the managers of enterprise sections.

(3) The director decides the management structure of the combine enterprise on the basis of the master structure enacted by the general director. It requires confirmation by the general director.

Article 29

Charter and Regulative Orders

(1) On the basis of this decree and other legal regulations and in accordance with the economic responsibility and the specific reproduction conditions in the combine and combine enterprises, the functions, rights and duties of the combine must be fixed in a charter. The charter requires confirmation by the minister.

(2) To be included in the charter are the following:

1. The name and registered address of the combine and the combine enterprises;
2. The title of the ministry to which the combine is subordinated;
3. Information about the economic operation of the combine;
4. The functions, rights and duties of the combine and the combine enterprises in the management, planning and execution of the reproduction process in the combine;
5. Data about enterprise sections of the combine;
6. Data about the management system, including the type of combine management, and about the model enterprises and model enterprise sectors;
7. The state functions of economic management to be handled by the combine.

- (3) The charter is to be deposited with the registering organ.
- (4) The combine enterprise has a charter if this is provided for in legal regulations.
- (5) To be settled by regulative orders on the basis of legal regulations and the provisions of the combine charter are the demarcation of functions, the rights and duties of the combine and combine enterprises arising therefrom, as well as working procedures for the efficient organization of the standardized reproduction process in the combine. The same applies to co-operation relations in the combine. The regulative orders are to be issued by the general director of the combine.
- (6) The director of the combine enterprise regulates the management organization and internal enterprise working procedure by the issue of regulative orders.

Article 30

Legal Representation

- (1) In all legal matters the combine is represented by the general director or, in case he is unavailable, by the deputy appointed by him.
- (2) The technical directors of the combine are entitled to represent the combine in legal matters within their operational scope and sphere of responsibility.
- (3) Other employees and persons may be empowered to represent the combine in legal matters. Employees of the combine are deemed to be authorized to carry out such legal acts as are customary for the purpose of accomplishing the assignments arising from their work. Nobody may appeal to that provision, who was or should have been aware of the lack of representative authority.
- (4) Paragraphs 1-3 apply *mutatis mutandi* to the representation of the combine enterprise in legal matters.
- (5) In legal matters the manager of the enterprise section acts on behalf of the combine or combine enterprise. The enterprise section may be empowered to add the designation of the enterprise section to the name of the combine or combine enterprise. Within the scope of the rights and duties assigned it as per article 6 paragraph 4, the location of the enterprise section is deemed to be the office of the combine or combine enterprise.

IV.

Status, Management and Tasks of the State Enterprise

Article 31

Status of the State Enterprise

- (1) The enterprise is an economically and juridically independent unit of material production or of another sector of the national economy. The enterprise is subordinated to a state organ or economy managing organ. It conducts its operations in implementation of the resolutions of the party of the working class and on behalf of the socialist state on the basis of the law and other legal regulations. The enterprise is obligated to protect and multiply the state property entrusted to it. It must carry out the defense tasks assigned it. It must organize its reproduction process on its own responsibility, on the basis of the legal regulations governing plan fulfillment.
- (2) The enterprise is capable of acting as a legal entity. It is a legal person, on its own behalf enters into obligations and is liable for their discharge. Article 30 applies *mutatis mutandi* to the representation of the enterprise.
- (3) The enterprise has a name which must include the designation "VEB" and uses this name in legal transactions. The name must be entered in the register of the state economy.
- (4) The enterprise has available funds of the united state property. It is entitled to establish, own, use and dispose of funds within the scope of legal regulations and the plan. The enterprise is obligated to deploy the funds with the greatest possible useful effect.
- (5) Enterprises directly subordinated to a ministry or another central state organ may have a charter. The charter is to be deposited with the registering organ.
- (6) Enterprises subordinated directly to a ministry or another central state organ may be assigned tasks decided upon for the combine by either the minister or head of the other central state organ.

Management of the State Enterprise

Article 32

- (1) The director manages the enterprise on the principle of one-man administrative leadership coupled with the collective discussion of basic issues and the comprehensive cooperation of the working people. He closely collaborates with the enterprise party organization, the competent enterprise

labor union and FDJ leadership and the other social organizations as well as the local state organs.

(2) The director of the enterprise is subordinated to the head of the superior organ, appointed and dismissed by him. He is responsible and accountable to the head of the superior organ and receives his instructions from him alone.

(3) The director of the enterprise must organize management in accordance with the specific reproduction conditions so as to be simple, clear and involve the lowest possible administrative expenditure. He must carry out all tasks as per article 8.

(4) The director of the enterprise issues regulative orders with respect to the management organization and internal enterprise working procedures.

(5) The director of the enterprise may assign tasks, rights and duties to enterprise sections. The provisions as per articles 6 paragraph 4 and article 30 paragraph 5 are to be applied *mutatis mutandi*.

Article 33

(1) The enterprise director decides the management structure of the enterprise. The management structure of the enterprise requires confirmation by the head of the superior organ.

(2) Subordinated to the director are technical directors, managers of the functional organs and, if required, the managers of other structural units. Technical directors are appointed and dismissed by the director.

(3) The managers of enterprise sections are subordinated to the director. He may decide on diverging from this procedure. Details are to be settled in enterprise regulative orders.

Article 34

Tasks of the State Enterprise

(1) On the basis of state plan targets and other state plan decisions the enterprise is responsible for planning its reproduction process and the steady and contract appropriate fulfillment of the plans. To that end it must establish efficient cooperation relations with combines and enterprises. The enterprise works on the principle of economic accounting. Keeping in mind the need for appropriate production it must ensure the steady improvement of the ratio of expenditure to result in the manufacture of enterprise products and do so by raising productivity, the best possible material management, the rational use of the funds and the lowering of prime costs. It actively cooperates in product group work.

(2) On the basis of the state plan targets and other state plan decisions as well as long-term conceptions the enterprise must draft five-year and annual plans. The enterprise must cooperate in the long-term conceptual work of the superior organs. In all other respects the provisions for combine enterprises in articles 9-11 apply *mutatis mutandi*.

(3) The enterprise is obligated consistently to orient scientific-technological work to the requirements of performance and efficiency development in the national economy. The director of the enterprise must include in the enterprise plan science and technology the tasks assigned the enterprise by the state plan science and technology and ensure priority for their material-technical backing. To accomplish its tasks in the field of science and technology the enterprise must ensure close cooperation with the competent organs, important cooperation partners and scientific facilities. In all other respects the provisions for combine enterprises in articles 12 and 13 apply *mutatis mutandi*.

(4) The enterprise is responsible for the utilization, maintenance, discarding, renewal and expansion of basic assets as well as the planned preparation and execution of investments. It ensures the best possible material and energy management. In all other respects the provisions for combine enterprises in articles 14 and 15 apply *mutatis mutandi*.

(5) The enterprise is responsible for the accomplishment of the tasks assigned it with regard to socialist economic integration, especially the planned preparation and implementation of specialization and cooperation in production; in this respect it must ensure the necessary cooperation relations at home by the conclusion of long-term business contracts. For the preparation and implementation of foreign trade tasks it must organize rational cooperation with the competent foreign trade enterprises. In all other respects the provisions for combine enterprises in articles 16 and 17 apply *mutatis mutandi*.

(6) On the basis of the plan and in accordance with the legal regulations the enterprise operates on the principle of economic accounting. The enterprise must itself earn the financial resources for simple and expanded reproduction. The enterprise must earn profits and use them to meet its financial obligations toward the socialist state, finance expanded reproduction and establish the funds of material interestedness. In all other respects the provisions for combine enterprises of articles 18-20 apply *mutatis mutandi*.

(7) The enterprise must ensure that the comprehensive use of scientific labor organization contributes to rising productivity, saves jobs, frees manpower and improves the working conditions of the working people. The enterprise is obligated as per plan to create such working and living conditions as will enable the working people to achieve the greatest possible output, ensure safety at work, encourage the conscious attitude to work and the creativity of the working people as well as ease work effort. In all other respects the provisions for combine enterprises of article 21 apply *mutatis mutandi*.

(8) The director of the enterprise is responsible for the implementation of the principles of socialist cadre work and for steady training and further education in accordance with enterprise tasks. In all other respects the provisions for combine enterprises of article 22 apply mutatis mutandi.

V.

The Establishment of State Combines, Combine Enterprises and State Enterprises

Establishment

Article 35

(1) The competent state or economy managing organs decide the establishment of combines, combine enterprises and enterprises (new establishments and mergers) as well as other changes in the organizational structure of the state economy. To be ensured in the case of changes in the organizational structure of the state economy are the fulfillment of the existing material obligations of the combines, combine enterprises and enterprises involved, arising from state plan targets and business and international trade contracts, the fulfillment of their financial obligations toward the state budget and the maintenance of their rights in the field of industrial property rights. As far as the concerns of national defense are involved, the special legal regulations here prevailing must be observed.

(2) In the case of an establishment by merger an agreement on the working conditions and wages of the working people must be concluded between the combine, the state or economy managing organ issuing the directive, and the competent central executive of the industrial labor union or trade union. The agreement must be so concluded as to become effective no later than 3 months before the establishment.

Article 36

(1) The Council of Ministers decides the establishment of a combine directly subordinated to a ministry.

(2) The competent minister decides the establishment of a combine not directly subordinated to the ministry.

(3) Following approval by the competent minister the bezirk council decides the establishment of a combine within the sphere of responsibility of local councils.

(4) The head of the state or economy managing organ decides the establishment of combine enterprises. The Minister for Foreign Trade in consultation with the competent minister decides the establishment of a foreign trade enterprise within the combine.

(5) The head of the state or economy managing organ decides the establishment of enterprises which are to be subordinated to that organ. In the sphere of responsibility of the local councils the decision is made by the local council to which the enterprise is to be subordinated.

(6) The Minister for Foreign Trade in consultation with the competent minister decides the establishment of foreign trade enterprises which are not to be subordinated to the Ministry for Foreign Trade.

Article 37

(1) Combines, combine enterprises and enterprises are established by directive. The directive is issued by the head of the state or economy managing organ or the local council to which the combine or the enterprise is to be subordinated. The directive for the establishment of combine enterprises is issued by the general director.

(2) If the establishment is the result of a merger, the directive is to be issued in consultation with the heads of the state or economy managing organs or the local councils to which the combines or enterprises involved are subordinated; if the establishment is the result of hiving off an enterprise section from a combine, in consultation with the general director.

(3) The directive on the establishment of combine enterprises and enterprises is to be coordinated with the locally competent bezirk council. The bezirk council includes the councils of the kreises and, where necessary, of cities and communities in the preparation of the coordination.

(4) The combine, the combine enterprise or the enterprise achieve the capacity of acting as a legal entity on the date stated in the directive.

(5) Combines, combine enterprises or enterprises established by the merger of existing combines, combine enterprises or enterprises are the successors in title of all those involved in the merger.

(6) If the establishment of a combine enterprise or enterprise is the result of hiving off an enterprise section, the establishment directive must state the particulars of fund allocation to the combine enterprise or enterprise, and what rights and duties it is taking on. Details must be contractually settled by the superior state or economy managing organs or the combine involved.

Article 38

(1) The establishment directive must include the following:

-- The name and registered office of the combine, combine enterprise or enterprise. The name must be so designed that it cannot be mistaken for another, and it must be relevant. The name of the combine parent enterprise must differ at least in part from the name of the combine;

- The determination of the organ superior to the combine or enterprise, or the determination of the combine to which the combine enterprise is affiliated;
- Determinations regarding the material and financial funds of the combine, combine enterprise or enterprise, the names of the combine enterprises or enterprises involved in the merger;
- The date of the establishment;
- The general labor code to be used.

(2) The superior state or economy managing organs or combines are obligated to inform the Central State Administration for Statistics of the establishment before it takes effect.

(3) The provisions of articles 35-38 apply *mutatis mutandi* to the affiliation of combines, combine enterprises, enterprises or enterprise sections to existing organizations.

Article 39

Termination of the Capacity to Act as a Legal Entity

(1) A directive must be issued if, in connection with the establishment or other changes in the organizational structure of the state economy, the operation of combines, combine enterprises or enterprises ceases. Articles 36 and 37 apply *mutatis mutandi* to jurisdiction. Unless there is a liquidation procedure, the capacity to act as a legal entity ends on the date stated in the directive. The material funds as well as all rights and duties are transferred to the successor in title. The heads of the superior state or economy managing organ or the general director are obligated to order the necessary entries in the register of the state economy.

(2) The directive on the cessation of the operation of a combine, combine enterprise or enterprise must include the name and registered office of the combine, combine enterprise or enterprise, the date of termination of the capacity to act as a legal entity and the succession in title or provisions regarding the initiation of liquidation and the appointment of a liquidator.

(3) The directive on the cessation of the operation of a combine, combine enterprise or enterprise may be accompanied by provisions on liquidation. In the course of liquidation existing liabilities must be settled and outstanding claims satisfied. The capacity to act as a legal entity ceases at the conclusion of liquidation.

(4) A liquidator must be appointed to handle the liquidation. The liquidator is entitled to undertake all acts necessary to accomplish the aims of liquidation. The liquidator is obligated to draw up a balance sheet at the beginning and the conclusion of liquidation.

(5) The liquidation is concluded when the material funds of the combine, combine enterprise or enterprise have been handed over in accordance with legal regulations, liabilities settled and claims realized. The liquidator is released following conclusion of the liquidation and scrutiny of the concluding balance sheet by the State Audit Office. Any remaining moneys, claims and liabilities, especially claims of employees and warranty claims, are transferred to the superior state or economy managing organ or the combine unless these bodies have otherwise determined. The organ appointing the liquidator decides the conclusion of the liquidation.

Article 40

Change in Subordination, of Name and Registered Office

- (1) The Council of Ministers decides any change in the subordination of combines directly subordinated to ministries.
- (2) Following approval by the competent minister, the ministers or bezirk councils decide any change in the subordination of other combines and enterprises.
- (3) The Council of Ministers decides any change in the subordination of bezirk controlled combines and enterprises to the centrally controlled economy. The application is to be submitted by the competent minister in agreement with the competent bezirk council.
- (4) Any change in the subordination of combines and enterprises takes place by way of a joint directive of the managers or local councils listed in article 37.
- (5) Any change in the name or registered office of a combine, combine enterprise or enterprise takes place following a directive by the managers or local councils listed in article 37. Before the decision is made, the economic effects arising from a change of name must be examined in conjunction with the competent central state organs.

VI.

Scope and Concluding Regulations

Article 41

- (1) This regulation applies
 - To the state combines (designated combines) directly subordinated to the ministries and their state enterprises (designated combine enterprises) in industry and construction,
 - To state enterprises which are not part of a combine (designated enterprises).

(2) This regulation also applies to other state combines and combine enterprises in industry and construction as well as to combines and combine enterprises in other sectors of the national economy. If special features arise from their subordination and the type of operation, the regulation applies *mutati mutandi*.

(3) The competent ministers and heads of other central state organs have the right to determine particular details in the application of this regulation to the combines and combine enterprises listed in paragraph 2.

Article 42

(1) Insofar as legal regulations settle the functions, rights and duties of economy managing organs, these are exercised in their sphere of responsibility by the combines directly subordinated to the ministries.

(2) The legal regulations regarding the functions, rights and duties of foreign trade enterprises also apply to a foreign trade enterprise which is a part of a combine, unless the Minister for Foreign Trade and the competent minister have jointly decided otherwise.

(3) Insofar as legal regulations settle the functions, rights and duties of the superior organs of state enterprises, the combine is deemed to be the superior organ of the combine enterprise.

Article 43

(1) This regulation takes effect upon publication.

(2) The following lose effect at the same time:

- Articles 1-33 of the regulation of 28 March 1973 on the functions, rights and duties of state enterprises, combines and VVB's (GBL I No 15 p 129),
- The regulation of 27 August 1973 on the amendment of the regulation on the functions, rights and duties of state enterprises, combines and VVB's (GBL I No 39 p 405),
- The regulation of 16 October 1968 on the procedure concerning the establishment and merger of state enterprises (GBL II No 121 p 965).

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NEW SCHOOL DECREE EXAMINED

West German Analysis

Bonn INFORMATIONEN in German No 3, Feb 80 pp 11-13

[Report by FRG Ministry for Inner-German Relations: "New School Order in the GDR." A translation of the East Berlin DEUTSCHE LEHRERZEITUNG interview with Harry Drechsler referred to below follows this analysis]

[Text] A new school order has been in force in the GDR since the start of the year, which was passed by the GDR Council of Ministers under the title "Decree on Ensuring Firm Order and Discipline in the General Polytechnic Secondary Schools." This is the fourth decree of its kind since the GDR was founded. The previous school decrees were issued in 1951, 1959 and 1967. The new decree--according to Harry Drechsler, chief, Main Department for Secondary Schools, GDR Ministry for Public Education--took over "many basic matters" in the 1967 school decree which have remained pertinent to this day. Said Drechsler in an interview with East Berlin's DEUTSCHE LEHRERZEITUNG: "Significant changes, however, have taken place in our socialist society since 1967, and our school practice has produced a great number of experiences. That made it necessary to revise our school order in some respects.

In the view of GDR pedagogs, the new school order, due to experiences, focuses on three aspects: Improving the level of training, intensification of "communist education," and strengthening the position of the director.

On the first point, the new school order demands of the teachers and educators as their "most important mission," in article 25, "to lay foundations for the all-round and harmonious personality development of

all pupils and for the development of the pupils collectives through skilled educational and training work in instruction and in extracurricular activity." Teachers and educators, furthermore, have the "right and duty" to educate themselves further constantly. Through skilled education and training work at each school, increasingly improved conditions are to be created for having each pupil qualify at the end of term.

In line with the declarations of principle at the Ninth SED Congress in May 1976 and at the Eighth Pedagogical Congress of October 1978 on GDR school policy, a special place value is attributed in the new school decree to the "communist education" of youth. In his interview with DEUTSCHE LEHRERZEITUNG, main department chief Drechsler explicitly emphasized that "the school decree settles each teacher's and educator's responsibility for the communist education of youth." An effective "pedagogic system," according to Drechsler, has to distinguish itself "by a well planned and purposefully organized process of life in school with the supreme objective of providing all children with a profound communist education."

Mainly responsible for that kind of a school system was the director, about whom Drechsler says: "No one is likely to cast any doubt on that the quality and results of the educational and training work of a school significantly depend on the director's political, pedagogic and organizational abilities and on his ability to direct with circumspection."

For this reason the new decree stresses the responsibility of the director as an "individual state leader." According to article 10, he is responsible for the "political, pedagogic and school-organizational direction of the school." With "comprehensive participation" by the teachers and educators, he runs the school "according to the principle of individual direction." He is obligated "to report to the pedagogs collective or the school trade union organization management about his activity on the basis of the state plans and about the status of fulfillment in educational and training tasks."

The director thus is accountable to the school trade union board. Article 11 further stipulates that the director, based on the strength of the school party organization of the SED, has to develop and direct pedagogs collectives acting in uniformity."

In the discussions of years past the GDR pedagogs would time and time again deplore the pupils' slackening discipline without being able to agree on the causes for this lack of discipline. The new school decree now affirms: "Instruction must not be disturbed."

The new decree deals in detail with the duties of the pupils, which were formulated precisely. Each pupil thus has "the duty to learn diligently and conscientiously and to dedicate himself to a sound study and work atmosphere in the collective." Pupils furthermore have the "duty to

behave courteously and decently toward teachers, educators and other adult persons, as well as within the pupils collective, and to practice mutual consideration and helpfulness." They are further "obligated to abide by their daily routine and to respect, and handle carefully, the public property and to observe disciplined conduct in the school building and outside the school. They must obey the orders of the director, of the teachers, educators and tutors and follow their instruction."

In recognition of the importance of "communist education," the school decree has written into law the activity of the FDJ and the Ernst Thaelmann pioneer organization and their responsible participation in shaping the life in classes and in the school. The FDJ and the pioneer organization, "on the basis of their statutes as organizer and initiator of life in the pupils collective, are making an important contribution to the communist education for all pupils and to ensuring order and discipline in the school. That is done mainly through the political-ideological education of their members and their active involvement in public life, through their training each other for diligent and conscientious study and work, meaningful leisure time activities and model behavior in the collective and in public."

The director and homeroom teachers must consult with the FDJ executives and pioneer councils on "which projects toward the fulfillment of political, cultural and other social tasks and toward shaping the study, working and living conditions in school should be assumed by the FDJ and pioneer collectives in terms of their own responsibility."

Because the school decree is meant to be also a "handy, daily working tool" for every teacher and educator, it also contains the regulations for work and study plans, about break periods and about expressing praise and awarding distinctions, which by and large were taken over from the 1967 school decree.

The schedule calls for distributing class instruction "over the six weekdays." There will thus continue to be no Saturday without school. As before, a class hour lasts for 45 minutes. With 6 hours of uninterrupted school each day, the total time for breaks is a minimum of 70 minutes, each break having to last at least 10 minutes. During the "productive work in the enterprises and agricultural cooperatives"--which applies to ninth and tenth grade--"breaks have to be arranged in conformity with the labor organization and production process in the enterprise departments."

When they fulfill their tasks during instruction "exceptionally well" or do so in "extracurricular activities" and in their "public work," pupils and pupils collectives may be "praised and awarded," with which "educationally valuable traditions are to be developed."

These types of praise and distinction are used: Praise before the class by the instructing teacher, by the homeroom teacher, at roll-call by the director, awards through documents and diplomas, and receiving the "Gotthold-Ephraim-Lessing Medal."

School fines may be levied on "pupils who repeatedly miss instruction or other mandatory school events without a sound reason, neglect their study obligations, disrespect discipline and order, infringe the schools' house rules or damage the honor of the school collective."

These types of school fines are listed: Warning before the class by the instructing teacher, by the homeroom teacher, before the school collective by the director, or transfer to other educational institutions by the competent school council, upon the request from the director.

At the extended secondary school (11th and 12th grade), pupils may also--as before--be expelled. That is done on the request from the bezirk school council by the Minister for Public Education and has the consequence "that training cannot be continued in other educational institutions leading to secondary school graduation."

Emphasis on Communist Education

East Berlin DEUTSCHE LEHRERZEITUNG in German Vol 27 Bo 1, 4 Jan 80 pp 1-2

[DEUTSCHE LEHRERZEITUNG interview with Harry Drechsler, chief, Main Department for Secondary Schools, GDR Ministry for Public Education: "Council of Ministers Passes School Decree." A translation of the text of this decree follows this interview]

[Text] [Question] The GDR Council of Ministers on 29 November 1979 passed the "Decree on Ensuring Firm Order and Discipline in the General Polytechnic Secondary Schools--School Order." Why was it necessary to revise the school order?

[Answer] The 1967 school order has stood up well in practice as an important document in school policy, pedagogy and educational law. Many basic matters in it are valid to this day. Your readers will in fact find them repeated verbatim in the newly passed decree.

But significant changes have taken place in our socialist society since 1967, and our school practice has produced a great number of experiences. That made it necessary to revise our school order in some respects.

With its revision on the basis of the program passed by the Ninth SED Congress and the requirements the Eighth Pedagogical Congress derived from it, the higher demands placed on the political-pedagogic and organizational work of the school have thereby been taken into account.

The main point was to lend a stronger expression, through educational norms and regulations, to the fundamental tasks in the communist education of school youth. That concerns such matters as further improving the level of secondary school education, ensuring high-grade pedagogic work in every school, and purposeful school direction by the director

with extensive participation by the teachers and educators and all social forces involved in education and training.

A basic thought in this revision was to turn the school order into a handier everyday working tool for every teacher and educator, director and school functionary that would further the implementation of an effective pedagogic system in school and more comprehensibly regulate the many different relations between school and society.

For the sake of completeness I should like to add that the school order was of course also made to conform with other legal regulations that have meanwhile come into force, such as the youth law, the law on the local people's representations and their organs, the labor code and so forth.

Closely related to the school order is the newly revised "Work Order for Pedagogic Forces," likewise passed by the GDR Council of Ministers on 29 November 1979.

[Question] What is your point in saying that the school order is a working tool for every teacher and educator?

[Answer] Simply because the school order sets down each teacher's and educator's responsibility for communist education.

By skilled educational and training work in each school and through each pedagog increasing better conditions have to be created so that--as the school order says--each student will reach the goal in each grade and in the school. Thereby the school order underlines the most important social mission of all pedagogs, to create the foundations for all pupils' all-round personality development and for the development of the school collective.

In the sense of the further unfolding and perfecting of socialist democracy and in view of the fact that politically, technically and pedagogically well trained teachers and educators are working in our schools, more leeway was given to the possibility of their ample involvement in the direction and planning of the educational and training work, in the development of scientific life, and in the experience exchange at school.

For that reason the school order underscores the right and duty the teachers and educators have to keep training themselves further constantly and to participate in the direction and planning of the work. It contains stipulations on the planning and preparation of instruction, on the cooperation between homeroom teachers and specialized teachers, on day-nursery and boarding school work, on working together with FDJ and pioneer groups, on weekly and daily curricula, in other words, on how to organize all life in school.

The school order thus contains norms and rules the creative implementation of which creates in every school those favorable conditions that are absolutely necessary for high-grade pedagogic work in the sense of the requirements from the Eighth Pedagogic Congress.

These few remarks themselves will probably make clear that every teacher and educator has to know the school order to apply it in his daily work and take his clues from it.

[Question] The pedagogic climate in a school greatly depends on the ways and means in which a director works with his pedagogs and on how he directs the school. How does the school order take this constantly repeated experience into account?

[Answer] No one is likely to cast doubt on that the quality and results of a school's educational and training work significantly depend on the political, pedagogic and organizational abilities of the director and on his ability to direct with circumspection.

Many directors take it for granted therefore that further improving the pedagogic work in a school mainly means higher demands for themselves.

Because of these greater demands on the directors' management activity, the duties, rights and competencies formulated in the school order are making more of the director's responsibility as an individual state leader.

The focal point is placed on how the director directs the educational and training work during instruction and in extracurricular activities, on how he works, in a vivid manner, with the teachers and educators in his school, and on how he supports them in the planning and preparation of their pedagogic work and enables them for critical analyses of results achieved.

For that, every director must have deep insights into the real educational and training results in his school, so that he can derive the necessary conclusions from it, and he must use and constantly further develop the whole web of conditions affecting the school for obtaining high skill in all pedagogs' educational and training work.

That includes his everyday political-ideological and technical work with the teachers and educators as much as a firm pedagogic system in the school and an increasingly more efficient use of material-technical means.

Based on the experiences of recent years, rules have been set down in the school order that obligate the director to control and analyze throughout the whole school year, by use of various methods, instruction itself, extracurricular activities, and the work in the day nursery or boarding school.

In this he should rely on the work of the deputy directors and day nursery or boarding school leaders and make expert use of the work results of the specialized circles and advisors.

It will enable him to direct the school's educational and training process more and more systematically.

It is among the director's duties--to quote the school order--"to report to the pedagogs collective or the school trade union organization board about his activity on the basis of state plans and on the status of fulfillment in the educational and training tasks."

[Question] Minister Margot Honecker and many discussion speakers at the Congress called a good pedagogic system at every school an important condition for solid education and training. What contribution does the school order make to that?

[Answer] The experiences of many successfully working schools keep confirming time and time again that an effective pedagogic system mainly distinguishes itself by a well planned and purposefully organized process of all life in school, with its supreme objective being profound communist education for all children.

A firm pedagogic system is both prerequisite and result of good work in every school.

Therefore the school order orients to strict order in school.

Important matters here are how pupils can be trained systematically to observe consciously the norms of socialist communal life, what style and tone is developed in the relations within the pupils collective, and that there is order and cleanliness in every class in school.

Of special importance are a well planned daily and weekly schedule for pedagogs and pupils, largely governed by the lesson plan and by the time schedule for extracurricular activities.

Everyone knows the study by the pupils and the continuity of training and education, order and steadiness in school are crucially affected by the lesson plan. The school order provides precise rules for that by keeping pedagogic, medical and school-organizational insights and many practical experiences in mind.

An effective pedagogic system requires the long-term planning and thorough preparation of all school events with careful regard for the teachers' and educators' time.

Once again: the school order sets down norms and makes demands. Their concrete application are up to the schools. That calls for uniform action by all pedagogs, the active participation of FDJ and pioneer collectives and that of parents' advisory councils.

[Question] The activities of the FDJ and the Ernst Thaelmann pioneer organization is an irreplaceable condition for the communist education of the young generation. How does the school order support the children's and youth organizations in fully assuming their responsibility for the life in school?

[Answer] It has been written into the school order in what way a responsible participation by the children's and youth organizations in shaping life in class and in school can contribute to the development of the pupils' collectives. It concerns political-ideological work with the pupils, bringing them closer to public life, and the preservation and extension of the revolutionary working class traditions. It involves the learning atmosphere in the pupils collectives, respectful mutual relations, the development of interesting extracurricular work, and ensuring order and cleanliness in school.

This active participation by the children's and youth organizations takes place on the basis of the statutes of the FDJ and the Ernst Thaelmann pioneer organization. From that, all directors and pedagogs--mainly also the homeroom teachers--get the task to develop, promote and stimulate the initiatives and independence of the pioneer and FDJ collectives. Special attention is attached here to training elected councils and boards.

The pupils' duties and rights have been formulated in the school order from the viewpoint of high demands on them and of forming political-moral attitudes and characteristics.

[Question] We are talking about the growing responsibility socialist society has for communist education. How is that reflected in the school order?

[Answer] This decisive advantage of our socialist society was given special emphasis.

Your readers are likely to know from their own daily work that the workers class, the cooperative farmers and the social forces in residential areas are more and more responsibly affecting the education of youth. This activity and the sense of feeling responsible are growing constantly.

The parents' advisory council elections during this school year have once again disclosed the great potentials for confident cooperation between the school and the parents. Sponsorships between school and enterprise, class collectives and socialist brigades are constantly improving the possibilities for the pupils' productive and socially useful work, their structuring their leisure time properly, and their participation in political and cultural life.

The school order takes these conditions into account. It takes for granted that the family has a decisive influence on the personality development of the children and explains the demands resulting from it for family education and for the cooperation between the pedagogs and the parents. Its

stipulations for further deepening the relations between school and enterprise are aimed at still better preparing the young people for their future occupational and public activities.

It is up to the pedagogs meaningfully to use and shape these constantly growing potentials.

[Question] Since the eighth and ninth party congresses, the material-technical provisions in all schools, especially also the teaching aids, have significantly improved.

[Answer] Indeed. A school today has high economic values at its disposition. The task of handling public property carefully runs like a red thread through the whole school order, from the "principles" all the way to the last section.

The basic thought is the careful handling of equipment and teaching aids and their effective use for education and training. And it is especially important here to involve the pupils themselves in their care and maintenance, so that they learn to respect and protect public property, keep it from getting damaged and handle it carefully.

By these few remarks I only want to suggest that this also is a broad field for communist education, from which concrete duties are to be deduced for the directors, the pedagogs and all pupils.

[Question] Initially you called the school order a working tool. How then is one to work with it?

[Answer] The school order we now have, I am sure, will help systematically continue the discussions on the analysis and implementation of the tasks issued by the Eighth Pedagogic Congress.

Now we must systematically and continually carry on the work in each school on the basis of the school order. But for that it is necessary for every teacher and educator, every director and school functionary to familiarize himself thoroughly with its objectives and content.

Official Text of School Decree

East Berlin GESETZBLATT DER DEUTSCHEN DEMOKRATISCHEN REPUBLIK in German
Part I No 44, 27 Dec 79 pp 433-443

[Official text of 29 Nov 79 "Decree on Ensuring Firm Order and Discipline in the General Polytechnic Secondary Schools--School Order," signed by W. Stoph, chairman, GDR Council of Ministers, and M. Honecker, minister for public education]

[Text] In implementation of the tasks set down in the SED Program and in the 25 February 1965 law on the unified socialist educational system

(GBL, Part I No 6 p 83) for the general polytechnic secondary school in the GDR, firm order is required in all schools, which develops as result of, and furthers, purposeful work.

Fundamental conditions for perfecting the communist education of school youth and ensuring fine performance in school are a systematic and continual shaping of educational and training work, uniform political and pedagogic conduct by the pedagogs collective and the development and consolidation of the pupils collective. That calls for target-directed school management by the director and an extensive participation by the teachers, educators and other social forces involved in education and training on the basis of precisely defined duties, rights and competencies.

The cooperation of the teachers, educators and directors with the FDJ and the Ernst Thaelmann pioneer organization, with the parents, the parents advisory councils and parents activist groups, with the state-owned combines and their combine enterprises, with other state-owned enterprises, socialist cooperatives and facilities (henceforth referred to as enterprises), as well as with social forces in the residential areas, is an essential prerequisite for ensuring order, system and continuity in school work.

For that reason, the following decree is issued.

Article 1: The Range Governed by This Decree

This decree applies to the 10-grade general polytechnic secondary school or Oberschule (henceforth referred to as Oberschule) and to the extended general polytechnic secondary school or Oberschule (henceforth referred to as extended Oberschule), as well as to special schools and specialized secondary schools.

I Principles

Article 2

(1) Educational and training work proceeds on the basis of study plans and curricula, textbooks and other government documents. All teachers and educators are obligated to create the conditions, by conscientiously meeting the tasks set down in these documents, for every pupil to be able to reach the goal of any class and of the school.

(2) If arrangements are needed that deviate from, or supplement, the study plans, the Minister for Public Education has to decide on that. Conducting experiments in school requires permission from the Minister for Public Education.

(3) Instruction may not be disturbed. No one has the right to hold assemblies or meetings of any kind for teachers and pupils during instruction periods.

Article 3

- (1) The school is directed by the director. The director is obligated to conduct his management activity on the basis of SED resolutions, the laws and other legal regulations and to ensure the active participation of the teachers and educators in the management and planning of school work. He is responsible for high-grade education and training, for system and continuity in educational and training work, and for order and safety at school.
- (2) The participation by the teachers and educators comes mainly through their taking part in the preparation of fundamental decisions and in the opinion and experience exchange on the Pedagogic Council and in their specialized circles, through their activities in social organizations in school, especially in the school trade union organization, and through assuming school functions and special tasks.
- (3) Social forces bearing a special responsibility for the pupils' education and training have to be drawn into the planning and implementation of educational and training work. Their initiatives have to be concentrated in taking part in the communist education of school youth, mainly by promoting extracurricular training and education and improving the material preconditions for successful pedagogic work.
- (4) The pedagogs work together especially closely with the basic organization of the FDJ and the pioneer friendship of the Ernst Thaelmann pioneer organization. They support and use their possibilities for developing the social responsibility and activities of the children and young people in such a way that they will contribute to educating conscious socialist citizens and internationalists, to achieving fine results in instruction, a cultured way of life and healthy mode of living. Together with the FDJ boards and the councils in the Ernst Thaelmann pioneer organization, the pedagogs ensure the development of an effective pedagogic system in the school. They provide the pupils with norms for socialist communal life and accustom them early in life to live in conformity with them.
- (5) In the management and planning of educational and training work, the legal regulations and the other provisions on school hygiene, health, work and fire protection and civil defense have to be conscientiously observed. All necessary measures have to be taken to ensure permanently the protection of the pupils' life and health and that of the pedagogic and technical associates and other persons working in the school. Close cooperation is required with the pediatrician or enterprise doctor.

Article 4

- (1) The bezirk, kreis, municipal and communal councils in their areas of responsibility, and on the basis of the law for a unified socialist educational system and the 12 July 1973 law on the local people's representations

and their organs in the GDR (GBL, Part I No 32 p 313), ensure all necessary personnel, material and financial conditions for the systematic educational and training process and for constantly improving the working and living conditions for the pedagogs, workers and technical employees in the schools.

(2) The bezirk and kreis councils mainly ensure that the directors in the schools under their supervision are expertly instructed and supervised by the school council, and that the associates in the public education department meet their responsibility for instructing and supervising the educational and training work and for ensuring safety and system and continuity, order and discipline in the schools; the requisite measures for ensuring personnel and material conditions for properly conducting polytechnic instruction in grades seven to twelve are planned, coordinated and supervised by the enterprises regardless of their own lines of responsibility; and educational and training work is not disturbed, and no changes are admitted in the vacation schedule.

(3) The municipal and communal councils furthermore ensure that the necessary material working and living conditions are provided under which teachers and educators can meet their responsible tasks, which includes that the housing situation of the teachers and educators in their areas of responsibility are regularly analyzed and concrete measures are taken for every teacher and educator to get adequate living space within one year after having started his teaching position, and the building needed for educational and training work is not used for anything alien to its purpose.

II The Planning of Educational and Training Work

Article 5

(1) Educational and training work in the school has to be planned carefully. The following plans have to be prepared in a simple and suitable form: The school's working plan, the homeroom teacher's plans, and the schedule for extracurricular education and training work.

(2) Full-day and boarding schools, in preparing their plans, have to take account of the tasks and problems in day-nursery or boarding school education.

Article 6 - The School's Working Plan

(1) The school's working plan has to be prepared, on the basis of SED resolutions and government documents, and of an analysis of the status and results of the educational and training work, by the director in cooperation with the school trade union organization board, with the teachers' and educators' active participation. It is prepared for the course of one school year. For ensuring continuity in educational and training work, some tasks, provided they call for long-term concepts in the work, may also be planned over a longer time frame.

(2) The school's working plan forms the basis for the uniform political and pedagogic activity of all teachers and educators and for the cooperation between the director and the FDJ basic organization and the pioneer friendship of the Ernst Thaelmann pioneer organization, the parents advisory council, the enterprises and the social forces in the residential area.

(3) The work plan contains accurate stipulations on implementing the educational and training tasks in the school. In particular, it sets down measures for improving all teachers' and educators' political-ideological level and their specialized, and pedagogic methods, skill and knowledge; for conducting instruction; for providing education and training within the school and the boarding school, in extracurricular work and during vacations; for meeting the tasks in socialist military education; for ensuring strict order and discipline; for the activities of the homeroom teachers; for having all pedagogs in the school promote the work of the basic FDJ organization and of the pioneer friendship of the Ernst Thaelmann pioneer organization; for working together with the parents, the enterprises and the social forces in the residential area; for making efficient use of the schools' material and financial funds, including a curriculum-targeted equipping with instructional tools and the purposeful furnishing of rooms for specialized instruction; for pupils' health care and the abiding by legal regulations and the other provisions on school hygiene, work and fire protection and civil defense; for vocational guidance and study counseling for the pupils; for the work in the preparatory and vocational school sectors and the specialized pedagogic counseling services in the specialized schools.

(4) The school's working plan has to be considered by the Pedagogic Council and put into effect by the director.

(5) A uniform working plan has to be prepared in Oberschule sectors.

Article 7 - The Homeroom Teacher's Plan

(1) A homeroom teacher's plan is prepared for each grade on the basis of the school's working plan and an analysis of the educational and training status achieved. It forms the basis for uniform conduct by all the teachers, educators and tutors working in that grade. It regulates the cooperation with the FDJ or pioneer group, the grade's parents activist group and the sponsorship brigade.

(2) The homeroom teacher's plan contains stipulations for the political-ideological and moral education of the pupils' collective, the development of a conscious study and work attitude and of a socialist attitude by the pupils during and outside of instruction, in the school and in an enterprise for the all-round development of all pupils, for overcoming temporary difficulties some pupils might have and for encouraging special gifts and talents; for cooperating with the executive of the FDJ group or the group

pioneer leader and the group council of the pioneer group; for assisting in the pupils' vocational counseling and study guidance; for making the pupils' leisure time activities interesting; for working together with the grade's parent activists group and for consultations with the parents on their children's education at home; and for keeping the grade in touch with its sponsorship brigade.

(3) While preparing his plan, the homeroom teacher consults with the day-nursery leader and the FDJ group executive or group pioneer leader and the group council of the pioneer group especially on such projects that concern the time when pupils are not in school, including their vacations, and takes their recommendations into account.

(4) In preparing his homeroom teacher's plan, the homeroom teacher listens to recommendations and experiences of the grade's parent activists group and sponsorship brigade. He explains his plan at the grade's first parents meeting in the school year, with the aim of recruiting the parents into participating. At the end of the school year, the homeroom teacher confers with the grade's parent activists group on how well the homeroom teacher's plan has been met and what conclusions follow from it.

(5) The homeroom teacher's plan is confirmed by the director.

Regular as well as Extracurricular Education and Training Work Schedules

Article 8

(1) Schedules distribute the hours of both mandatory and optional instruction in the various grades over the six weekdays. Attention has to be paid in this to pedagogic, hygienic and school-organizational requirements.

(2) An hour of instruction lasts for 45 minutes. First grade must receive no more than 4 hours, second and third grade, no more than 5 hours of instruction daily. In the middle and upper grades, instruction may last no longer than six subsequent hours. If there is a day when more than 6 hours of instruction are needed in the upper grades, instruction time must be interrupted above and beyond the total time allotted for breaks, as stipulated in section 5, by an adequate recreational break.

(3) The planning of hours for polytechnic instruction in enterprises and other polytechnic training facilities calls for correlation between the director and the person in charge of it.

(4) School instruction must begin not before 0700 and not later than 0800 hours. The director decides when it is to begin after listening to the parents council and considering local traffic conditions. In exceptional cases ninth and tenth grades may begin their productive work earlier, yet not before 0600 hours. Prior to the start of instruction in any grade, no extracurricular events are authorized.

(5) Breaks are arranged by the director in accordance with pedagogic, hygienic and school-organizational requirements. A break lasts for at least 10 minutes. Enough time has to be set aside for the pupils to eat. When there are 6 successive hours of instruction per day, at least 70 minutes have to be allotted to breaks.

(6) For polytechnic instruction in the subjects of introduction to socialist production and technical drawing and for the productive work of seventh and eighth grade, the time allotted for breaks must be clued to the break rhythm in schools. For the productive work of ninth and tenth grade, breaks are to be allotted with an eye to the labor organization and production processes in the enterprise departments.

Article 9

(1) The time schedule for extracurricular training and education has to be realized in connection with the school's time schedule in providing a continual process of education and training through school instruction, day-nursery, boarding school, extracurricular activities, the basic organization of the FDJ and the pioneer friendship of the Ernst Thaelmann pioneer organization.

(2) The time schedule has to ensure that all pupils get the opportunity to take part, on a voluntary basis, in various forms of extracurricular education and training. That includes: Work and interest communities, circles, courses, student clubs and other events in the social science, mathematics-natural science, technical, cultural-artistic and touristic activities of the pupils; school sports clubs and sports sections; and forms of socialist military education.

(3) The work in the day-nursery and boarding school has to be organized in a daily and weekly rhythm that benefits the pupils' health. Meaningful diversity is to be ensured here between study, play and socially useful work, between mental and physical activity, collective and individual pursuits, and between exertion and recreation. Hygienic provisions must be observed rigorously. Work in the full-time school starts no earlier than 0600 and ends no later than 1800 hours. The time when the full-time school should open is determined by the director after consulting with the parents advisory council and taking into account local requirements and opportunities. It must be ensured for the full-time school to carry on its work during vacation periods.

(4) Pupils may be drawn into extracurricular events not before 2 hours have elapsed since they finished their school instruction or other forms of training and educational work in school. For the work in the FDJ and the Ernst Thaelmann pioneer organization, directors may under certain circumstances make special arrangements with the FDJ basic organization executive, the friendship pioneer leader and the friendship council of the pioneer friendship.

III The Direction of the School and the Participation by the Pedagogos

The Position and Responsibility of the Director

Article 10

(1) The director is responsible for the political, pedagogic and school-organizational direction of the school, including the day-nursery and boarding school. He directs the school with the extensive participation of the teachers and educators according to the principle of individual direction. To exercise his function successfully, the director is obligated constantly to educate himself further.

(2) The director's main task is to direct the educational and training work in instruction and in the various forms of extracurricular activity, enable the teachers to meet the government's teaching plans, and develop a pedagogos collective that acts uniformly. This, in particular, gives rise to the following tasks: Developing and consolidating the pupils collective, instilling in the pupils a conscious attitude toward study and work, love for the socialist GDR, proletarian internationalism and the readiness to defend the socialist achievements; enforcing the principles of combining school with life, theory with practice, and the unity of education and training in instruction and in extracurricular activity; political-ideological, specialized and pedagogic-methodological instruction of the teachers and educators for their systematic structuring of their educational and training tasks; concrete planning, expert supervision and precise analysis of the educational and training work, its consequences and conditions; influencing the composition of the pedagogos collective, discriminating work with the pedagogos and ensuring favorable conditions for their further education; instructing and enabling the homeroom teachers in developing educational work in their grades and developing and consolidating the class collectives; cooperating with the social forces in school, especially with the school trade union organization, toward developing a uniform training and education process; and cooperation with the enterprises in implementing polytechnic instruction and developing extracurricular activities.

Article 11

(1) Relying on the strength of the SED school party organization and in close cooperation with the school trade union organization, the director develops and directs the uniformly acting pedagogos collective. He fosters and uses all teachers' and educators' creative capacities and enables them to exercise their responsibilities toward solving common tasks. The director must carefully analyze experiences, recommendations and suggestions submitted by the teachers and educators. He is obligated to report to the pedagogos collective or to the school trade union organization board on his activity as based on government plans and on the status of fulfillment in the training and educational tasks.

(2) In working with the pedagogs, the director applies various methods. He ensures a frank, critical and creative atmosphere, a constant exchange of opinions on matters of social development and pedagogic work, the analysis and dissemination of the pedagogs' progressive experiences and of new insights by pedagogic science, uniformity in the actions taken by the pedagogs collective, and he promotes a rich intellectual-cultural life, comradely mutual aid and a close cooperation with all forces involved in education and training.

Article 12

(1) The director is obligated to supervise and analyze throughout the entire school year, and by use of various methods, the instruction, extra-curricular activities, and the work in the day-nursery and the boarding school. He has to sit in on classes and has to analyze what he learns during those sessions with the teachers, educators and tutors. In this, the director relies on the work of the deputy directors and of the day-nursery or boarding school leader. He makes use of the results of the work of the specialized circles and of the expert help of the specialized advisors in the Pedagogic Kreis Cabinet.

(2) After the first half of the school year, an interim assessment has to be prepared for the school's educational and training work. When the school year ends, the educational and training work has to be thoroughly analyzed on the basis of the school year analysis.

(3) To ensure continuity in the work, the director holds regular official conferences with the deputy directors and other leading school associates. They serve to provide mutual information on the substantive and organizational aspects of the activity, coordinate the pedagogic work in the school, and supervise the fulfillment of the tasks. When necessary official conferences can also be held with groups of associates or with the entire collective.

Article 13

(1) The director is the boss of all pedagogs, workers and technical employees in the school. While keeping in mind the tasks, duties and rights set down in the labor contract, he may give them instructions and assign school functions and temporary tasks to them. The director ensures the proper subject-matter employment of the teachers, appoints the homeroom teachers, and ensures constant further training for the teachers and educators. He is responsible for that they have enough time available for conscientiously preparing and analyzing their educational and training work as well as for their advanced education.

(2) Through directly instructing the teachers and educators in the work process, the director has to foster the initiative and creativity of each pedagog and provide greater aid and direction for the graduates. For this he works together with the technical counsellors, the tutors and the school trade union organization.

(3) The director ensures regular and differentiated instruction for and supervision of the work of the homeroom teachers. He gives special help to young teachers who have taken over the direction of a class for the first time.

(4) The director is responsible for the instruction and supervision of the educators working in the day-nursery or the boarding school. He makes sure that, in cooperation with the teachers, the pupils' education and care are meaningfully organized as a unified pedagogic process, substantively and methodologically, throughout the entire day. In this the director relies on the work done by the day-nursery and boarding school leaders.

(5) The director assists the leaders of the various forms of extra-curricular training and education in planning and organizing their work and helps them in getting the pedagogic credentials for it.

(6) The activities of the FDJ and of the Ernst Thaelmann pioneer organization at the school is an essential element of the uniform pedagogic process. It is due to that that the director is responsible for developing the work of the basic FDJ organization and of the pioneer friendship in the Ernst Thaelmann pioneer organization, based on the resolutions by the FDJ Central Council. He works closely together with the friendship pioneer leader and the basic FDJ organization secretary.

(7) The director bears a high responsibility for the selection and recruiting of new pedagogic candidates. Together with his pedagogs collective, he assists the teacher training facilities in fulfillment of the tasks for training in school practice as set down in the government's training documents. The director helps students in education to become familiar with the practical education and training work in schools, the problems of school development, and the experiences of successful teachers.

Article 14

(1) The director has to control the abiding by legal provisions on mandatory schooling and initiate measures when violations occur. His authorization is required when private persons intend to instruct pupils outside of mandatory school instruction in subjects taught in school.

(2) The director has the right to excuse individual pupils upon written requests from their parents in particular pertinent and justifiable cases up to 6 days of instruction per school year. He first has to confer about that with the homeroom teacher.

(3) The director must work together with the relevant facilities for pre-school training, youth aid and the specialized school system. Through working together with the public education department under the kreis council and the chiefs of any given specialized pedagogic institutions, the director makes sure that physically or psychologically damaged school-age children are diagnosed in time and, if necessary, get special pedagogic care or are placed in a specialized school.

Article 15

(1) To ensure high results in education and training, the director is under the obligation to work together with the municipal, city district or communal council. He must report on the work done in the school to the local people's representation or its council.

(2) The director has the right and duty to submit proposals to the local council on placing and properly realizing the portion of the national economic or budgetary plan that applies to his school. He ensures an efficient use of the funds made available to his school and makes sure that the public property entrusted to the school is handled properly and protected from damage.

(3) In cooperation with the local council and the enterprises, the director brings his influence to bear on that the material conditions for the pedagogic work in the school and in the polytechnic facilities are systematically improved. He sees to it that the classrooms and rooms for specialized instruction are provided with the necessary teaching tools and that these teaching tools get the proper care, maintenance and effective handling.

(4) Through placing his orders in time and in proper volumes, the director ensures all pupils of the schoolbooks they need. He sees to it that the school has a supply of books commensurate with the requirements of the pedagogic work and that this supply is handled properly, supplemented and used.

(5) On the basis of legal regulations, the director is under the obligation regularly to supervise the meals the pupils get and, in case they are found inadequate, to get the competent local council to remedy the situation. He ensures an orderly dispensation of pupils' meals.

Article 16

(1) The director exercises the house rules and represents the school in public. He is under the obligation to protect the interests of the teachers and educators in his school and to buttress the authority of each pedagog and of the pedagogs collective.

(2) The director issues the house rules in which the most important norms and rules for socialist communal life in school, including the full-time school and boarding school, are brought together. Previous consultation on them is required with the pedagogs, the basic FDJ organization board, the friendship council of the pioneer friendship, and the parents advisory council.

(3) The director sees to it that instruction is used exclusively for educational and training work, and that it starts and ends in time. He rules on any necessary changes in the course of instruction.

(4) The director must tolerate no infringements on life in school. All written or oral questioning of teachers, educators and pupils in preparation of scientific projects require authorization. They are admissible only if the approval of the Minister for Public Education or of the competent school council has previously been obtained.

(5) The director has the right and duty to ensure order and discipline. He is responsible for a tasteful decor and for cleanliness in the school. He ensures the observance of legal regulations and other provisions on school hygiene, health, work and fire protection and civil defense. The director is responsible for regular disaster drill and for first aid in case of accidents.

(6) In the exercise of his responsibility for directing the school, the director may issue temporary decisions that lie properly within the competency of a superior authority in case they are required without delay for maintaining socialist legality. In such cases, the school council must be informed at once. The council is under the obligation to make final decisions or obtain a decision from the superior management organ.

Article 17

(1) The instructions for the director and his supervision come from the competent school council or, when so ordered, by the deputy and the school inspectors of the public education department. The competent school council provides the director with instructions for his work. These instructions are to be issued exclusively for ensuring properly structured educational and training work and to be confined to the absolute minimum.

(2) In fundamental matters concerning the conducting of educational and training work, the director is entitled to address himself directly to the superior authority when he wants to appeal an instruction received from his own competent school council. In such a case, the director has the obligation to inform the chairman of the local council who has jurisdiction over the school council about the matter.

(3) With respect to the fulfillment of government plan tasks, the director is accountable to the local council that appointed him and to his superior authority.

Article 18

When absent, the director delegates the responsibility for the direction of the school to a deputy.

Article 19 - The Deputy Directors

(1) Deputy directors have the task to assist the director in directing the school, especially in the planning, organization, supervision and analysis of the curricular and extracurricular training and education work.

(2) The director delegates to the deputy directors, with due regard to their qualifications and experiences, and to the concrete requirements in the school, precisely delineated tasks they have to solve on their own. For the fulfillment of such tasks they are accountable to the director. Within the scope of the tasks delegated to them, the deputy directors are entitled to give instructions to the pedagogs in the school.

(3) The deputy directors are under the obligation to sit in on classes and to analyze what they observe thereby with the teachers, educators and tutors.

Article 20 - The Full-Day School and Boarding School Leaders

(1) The main task of the full-day school and boarding school leaders is to plan, on the basis of the school's working plan, the employment of the teachers and educators working in the full-day school and the boarding school, to direct their work and to supervise them. The full-day school and boarding school leaders are under the obligation to sit in on classes, promote the pedagogic-methodological experience exchange among the educators and homeroom teachers and ensure the requisite organizational conditions for high-level educational work in those groups. They ensure close cooperation with the FDJ group executives and pioneer group councils and lend the educators pedagogic-methodological assistance to that end.

(2) The full-day school and boarding school leaders are responsible and accountable to the director. Within the scope of their tasks, they are entitled to give instructions to the teachers and educators working in the full-day school and the boarding school.

Article 21 - The Pedagogic Council

(1) The Pedagogic Council is the full assembly of the teachers and educators and is the director's advisory organ. It serves the collective opinion molding, the development of uniform action taken by the pedagogs collective and the pedagogs improving their skills in the process of their work.

(2) The Pedagogic Council is composed of all teachers and educators in a school or an Oberschule area, the chairman of the parents advisory council, the friendship pioneer leader of the pioneer friendship or, in the extended Oberschule, the secretary of the basic FDJ organization. The representative of the sponsorship enterprise is entitled to attend Pedagogic Council meetings. In specialized schools with preschool and vocational school departments and with specialized pedagogic counseling services, also the pedagogs working in those facilities are members of the school's Pedagogic Council. The Pedagogic Council is directed and summoned by the director.

(3) Among the tasks of the Pedagogic Council are: The discussion of fundamental questions in the social development and communist education of school youth; weighing the tasks and measures for further improving the educational and training level, on the basis of SED resolutions, the laws and other legal

regulations, instructions from the Minister for Public Education, and the resolutions of the local people's representations and their organs; deliberating on matters of fundamental importance to school management, especially for improving the level of instruction and of extracurricular activity; and conferring on the work plan and the schools' annual analysis.

(5) Pedagogic Council conferences have to be held in conformity with school policy and pedagogic requirements. They have to be planned by the director long range and to be thoroughly prepared with the participation of the pedagogs.

(5) The members of the Pedagogic Council are under the obligation to prepare themselves carefully for the conferences.

(6) The results of collective opinion molding in the Pedagogic Council are to be summarized as recommendations. Pedagogic Council recommendations may be declared mandatory by the director.

Article 22 - The Specialized Circles

(1) Specialized circles are meant to improve the skills of the pedagogs in the process of their work. They foster the creative activities of the teachers and educators and help them reach high-grade educational and training work, especially in instruction.

(2) The substantive and procedural modes of the specialized circles are determined by school policy requirements and the concrete training and education requirements in a school. Among the tasks of the specialized circles are: Opinion and experience exchange on school policy, specialized scientific and didactic-methodological matters of instruction and of extracurricular work, and on the latest science data in technical literature; sitting in on classes and subsequent analyses; mutual assistance in the rational preparation of instruction and in the use of instructional aids and of school radio and TV programs for effectively structuring some subject matters and lessons; and the generalization and dissemination of progressive experiences.

(3) In cooperation with the Pedagogic Kreis Cabinet the director sees to it that each teacher and educator can take part in the work of a specialized circle.

Article 23 - The Oberschule Area

(1) The Oberschule area is directed by a director. The director is responsible for the political, pedagogic and school-organizational direction of a uniform and streamlined educational and training process in all schools within an Oberschule area. He is the superior official for all the leaders, teachers and educators in all the different Oberschulen and is entitled to give them orders.

(2) The leaders of the various Oberschulen, on behalf of the director of the Oberschule area, ensure the orderly implementation of the educational and training work in the various Oberschulen. They are accountable to the director and entitled to give orders to the pedagogs working in their Oberschulen.

(3) The leaders of the various Oberschulen work together with the communal representations and their organs and with the social organizations.

IV The Homeroom Teacher

Article 24

(1) In cooperation with the teachers, educators and tutors working in his class, with the FDJ and pioneer group and the grade's parents activists group, the homeroom teacher ensures the systematic and coordinated pedagogic work in his class.

(2) A homeroom teacher normally is in charge of a grade for several years. He is under the obligation to prepare a homeroom teacher's plan. Among the tasks of a homeroom teacher are in particular: Developing, in cooperation with the teachers and educators working in his grade, a disciplined and efficient class collective that positively affects the performance and conduct of all pupils and creates favorable conditions for the forming of all-round, harmoniously developed personalities; bringing his influence to bear, together with the teachers and educators, on having all pupils learn eagerly, do their homework carefully, and attain the goal of the class, on having individual assistance given to pupils with temporary difficulties, and on promoting special skills and talents; inspiring his pupils, through cooperation with the social forces, for diversified extracurricular activities, active sports, socially useful work, and taking part in structured vacation activities; paying attention to the development of each pupil, keeping the pupils' records conscientiously and providing a pedagogically and psychologically sound grading system for the pupils; encourage hygienic conduct and a healthy way of life among the pupils; assist in the vocational guidance and study orientation for the pupils; and carefully taking care of all organizational tasks pertaining to the administration of his class.

(3) A homeroom teacher is entitled to confer with the teachers and educators working in his class about matters in their pedagogic work, especially about the conduct and attitudes of the pupils, and to take necessary measures; praise pupils in his class for their excellent achievements and exemplary conduct or, in cases of gross violations of order and discipline, censure them and inform their parents about it; excuse pupils in his class upon written request from their parents, up to three school days per year; and remind parents who neglect the education of their children of their duties and, after involving the grade's parents activists group or, under certain circumstances, the work collectives in which the parents work, initiate measures for improving their education. The director has to be informed about such measures.

(4) The homeroom teacher works together with the FDJ group executive or the group pioneer leader and the group council of the pioneer group. He helps develop their initiative and independence as well as diversified political, intellectual-cultural and sports activities in the FDJ or pioneer collective of his class. Together with them he sees to it that all pupils study diligently and conscientiously and take an active part in public life.

(5) The homeroom teacher familiarizes the parents of his pupils with the goals and tasks of communist education for school youth. He informs them regularly about the personality development of their children and their performance and conduct. The homeroom teacher is under the obligation to hold office hours for visiting parents. He advises the parents on family education and gains their close cooperation with the school and the socialist children's and youth organizations. He has to take account of the parents' recommendations and suggestions for further improving the educational work and, if necessary, inform the director about them. Within a school year, the homeroom teacher, in close cooperation with the grade's parents activists group, holds at least three parents' meetings.

(6) The homeroom teacher assists the grade's parents activists group in its work. He confers with that group on tasks in the educational and training work in his class and on questions of the pupils' home education and works confidently together for solving them with the parents activists group.

(7) The homeroom teacher works together with the sponsorship brigade and the escorts in the enterprises. He familiarizes them with the educational projects in his class and in the FDJ or pioneer group, advises them on their own participation and counsels them on their work with the pupils. He questions the escorts for his own information on the work and conduct of the pupils during their polytechnic instruction and takes their recommendations into account in organizing his instruction and extracurricular work.

The Teachers and Educators

Article 25

The teachers' and educators' most important social mission is to lay the foundations, through skilled educational and training work in instruction and in extracurricular activities, for all pupils' all-round and harmonious personality development and for the development of the pupils collective. The teachers and educators are under the obligation through the work they do to ensure order and discipline in the school and support the pedagogics collective's uniform actions. They have the right and duty to educate themselves further constantly and to participate in the management and planning of the work in school.

Article 26

(1) The main task of all teachers is providing scientific, party-minded and relevant instruction. Every teacher is under the obligation to give conscientious and high-grade instruction.

(2) An important prerequisite for ensuring the continuity of the process of instruction, for rationally utilizing each hour of instruction, and for obtaining high educational and training results is the careful planning and preparation of instruction on the basis of curriculum demands and with regard to educational and training results achieved. That includes the planning of subject matter units and the preparation of each hour of instruction.

(3) The ways and means of taking written notes on the planning and preparation of instruction depend on the nature of the field, the instructional aids available and the qualifications and experiences of the teacher. For some teachers the director may specify all that more closely, in relation to the quality and results of their educational and training work.

(4) The teachers have a shared responsibility for equipping the classrooms in line with instructional demands. They have to ensure the careful handling of technical equipment and instructional aids and see to it that classrooms are left in orderly condition. The teachers are responsible during their instruction for a rigorous observance of the legal regulations on health, work and fire protection.

(5) Teachers may call on properly qualified pupils to help them in the organizational preparation and the conducting of their specialized instruction. This does not curtail the teachers' own responsibility.

Article 27

(1) The teachers' and educators' pedagogic work in the full-day school and in the boarding school is aimed at helping the students in studying, enabling them in using the knowledge acquired, and inducing them toward working creatively on their own. It must contribute to the pupils' healthy physical and intellectual development.

(2) The teachers and educators in the full-day school and in the boarding school are responsible for giving adequate help in the preparation of clean and complete homework. Together with the FDJ and pioneer groups they ensure the pupils' educationally valuable leisure time activities.

(3) The educators are under the obligation to prepare their pedagogic work with the children carefully. They plan their work on the basis of central assignments, including the resolutions of the FDJ and the Ernst Thaelmann pioneer organization, the school's working plan and the plans of the home-room teachers.

(4) The educators, in planning their work, must take into account that the pupils have enough time for their own individual activities and recreation, for spending time outdoors, eating and noontime rest.

VI The Pupils

Article 28 - The Pupils Collective

(1) The development and consolidation of the pupils collective, an essential condition for successful educational and training work in the school, is the joint task of the pedagogs, the socialist children's and youth organizations and the other social forces involved in education and training.

(2) Pupils relations in the pupils collective are to be developed on the basis of the FDJ and the Ernst Thaelmann pioneer organization statutes.

Article 29 - Cooperation with the FDJ and the Ernst Thaelmann Pioneer Organization

(1) The basic FDJ organization and the pioneer friendship of the Ernst Thaelmann pioneer organization, by statute, make an important contribution to the communist education of all pupils and to ensuring order and discipline in the school as the organizers and initiators of the life in the pupils collective. This is done mainly through the political-ideological education of their members and their active involvement in public life and through mutual education toward diligent, conscientious study and work, a meaningful structuring of leisure time, and exemplary conduct in the collective and in public.

(2) On the basis of the school's working plan and the homeroom teachers' plans, the director and the homeroom teachers confer with the FDJ executives and pioneer councils on which projects for fulfilling political, cultural and other social tasks, and on shaping the study, working and living conditions in the school, are to be assumed by the FDJ and pioneer collectives in their own responsibility.

Article 30 - The Pupils' Rights and Duties

(1) The socialist school in the GDR assures all pupils of their exercising the right to acquire extensive knowledge and skills, fully develop their gifts and talents, and actively participate in the shaping of school and public life. Through their activities in the FDJ and pioneer groups and through personal suggestions they make to their teachers and educators or to the director, they are primarily participating in instilling diligent and conscientious study habits and disciplined conduct in all pupils, planning and organizing their extracurricular, including vacation period, activities, shaping political and cultural life in school and in their area of residence, and preparing and enforcing the house rules.

(2) In the exercise of his right to education, each pupil has the duty to study diligently and conscientiously and to do his utmost for a fine study and work atmosphere in the collective. The pupils have the duty to behave courteously and decently toward their teachers, educators and other adult persons as well as within the pupils collective, and to exercise mutual consideration and helpfulness. All pupils are to take an active part in school and public life. They must conscientiously observe the demands resulting from legal regulations and other provisions on school hygiene, health, work and fire protection, and civil defense.

(3) Pupils have to attend their lessons and other school events regularly and punctually. They have the duty to have materials needed for their instruction ready at hand and to prepare their homework carefully.

(4) Pupils have the duty to abide by the house rules, respect public property and handle it carefully, and conduct themselves with discipline in the school building and outside. They have to meet the demands from the director and from the teachers, educators and tutors and follow their orders.

(5) Pupils may be given assignments by the teachers and educators which are in line with the pupils' capabilities and are apt to develop their initiative, independence and coresponsibility. Such assignments may amount to helping younger pupils or pupils having temporary difficulties with their studies, helping in the enforcing of house rules, in supervising break periods, including the dining room, helping in the furnishing and cleaning up of the school building and its area, the classrooms, specialized instruction areas, the day-nursery and the boarding school premises, and maintaining technical devices, instructional tools, book stocks or training gadgets.

When such assignments are given or carried out, strict attention has to be paid to the legal regulations on health, work and fire protection.

Article 31 - Commendations and Distinctions

(1) Commendations and distinctions for pupils and pupils collectives may result from their having done their tasks and duties in their lessons, in their extracurricular activities and in their public activities exceptionally well. With this, educationally valuable traditions are to be developed.

(2) Commendations and distinctions are:

- (a) Recognition before the class by the instructing teacher,
- (b) Praise before the class by the homeroom teacher,
- (c) Praise at roll-call by the director,
- (d) Awarding of records and certificates,
- (e) Awarding of the Gotthold-Ephraim-Lessing Medal.

(3) For awarding pupils through records and certificates in accordance with section 2 letter d above, the following applies:

(a) Pupils in grades 1 to 12 who have received a grade of "very good" in more than half of their subjects and a grade of "good" in all others, have shown exemplary conduct and done exemplary public and extra-curricular work will be awarded at the end of the school year the document "For Fine Studies in the Socialist School." This document may still be awarded when in two subjects the grade has been "satisfactory." The homeroom teacher proposes the awards. The director passes on them after consultation with the basic FDJ organization executive or the friendship council of the pioneer friendship. The documents are handed out by the director on the last day of instruction in the school year.

(b) Pupils who in their final exam or graduating exam received the overall evaluation of "passed with distinction," are awarded a diploma. The diplomas are handed out by the director together with the final grades.

(4) The awarding of pupils with the Gotthold-Ephraim-Lessing Medal, in accordance with section 2 letter e above, follows a special system. For pupils who got this medal in gold, a special arrangement has to be made by the enterprise in which they would start their apprenticeship about their vocational development, and when they enroll in vocational or university studies, their advanced educational institution must conclude a study assistance contract for them.

(5) The school has to keep a "School Almanac of Honors." All pupils have to be entered in the Almanac who were awarded any of the distinctions listed under section 2 letters d and e. Moreover, other pupils who have performed other valuable services for society may also be entered in the Almanac.

(6) Commendations and distinctions according to section 2 letters b to e have to be entered by the homeroom teacher in the pupils' records. The parents or guardians have to be informed about these commendations and distinctions. In case of distinctions in accordance with section 2 letters d and e, in addition, a written notice has to be sent to the management boards of the enterprises where the pupils' parents work.

(7) When the FDJ, the Ernst Thaelmann pioneer organization and other social organizations intend to award pupils with distinctions, they first have to discuss it with the director of the school.

Article 32 - School Penalties

(1) Pupils who repeatedly miss instruction or other mandatory school events without any sound reasons, neglect their study duties, disrespect discipline and order, infringe the school's house rules, or damage the honor of the

school collective, may be punished as follows:

- (a) Warning before the class by the instructing teacher,
- (b) Censure before the class by the homeroom teacher,
- (c) Reprimand before the school collective by the director,
- (d) Transfer to a different educational institution by the competent school council upon the director's request.

(2) In the extended Oberschule expulsion may be ordered. Expulsion from the extended Oberschule is decided by the Minister for Public Education upon a request from the bezirk school council. The consequence of an expulsion is that the training cannot be continued in other educational institutions leading to university qualifying credentials. One year after an expulsion, the pupil concerned or his parents may apply, toward the end of the school year, for a continuation of his training. It is the bezirk school council that requested the expulsion that has to examine the application. In case probation is granted, the pupil will get the opportunity at the start of the following school year to continue his schooling at an evening school or other adult education institutions leading to a secondary school graduation certificate.

(3) School penalties are to be applied with discrimination according to the type of misconduct involved. Before levying school penalties as stipulated under section 1 letters c and d and section 2 above, the Pedagogic Council, the basic FDJ organization executive and the parents must be heard. About school penalties pronounced, as stipulated under section 1 letters b to d and section 2 above, parents or guardians have to be informed, and about school penalties as stipulated under section 1 letter d and section 2, the enterprises in which the parents work also have to be informed.

(4) Parents have the right to complain about school penalties as stipulated under section 1 letter d. The complaint has to be submitted within 14 days to the superior government authority. Its decision on the complaint is final.

(5) School penalties as stipulated under section 1 letters b to d above are to be recorded in the pupil's records. School penalties may not be entered in the report cards.

(6) School directors are under the obligation to erase the school penalties from the pupils' records after the course of one year. It is possible for a school penalty to be erased prior to the course of one year if the pupil's conduct has improved and his homeroom teacher makes an appropriate request to that end. The opinion of the FDJ or pioneer group has to be sought about it. Parents have to be informed about the erasure of school penalties.

(7) Physical punishment and other disgraceful penalties are prohibited. Penalizing pupils by extra homework or by having them stay after class is not permitted.

VII Cooperation With the Social Forces

Article 33 - School and Enterprise

(1) The cooperation between the school and the enterprises serves the close connection between school and life and between instruction and productive work, the class-bound education of school youth and its preparation for occupational and public activity.

(2) The cooperation between the school and the enterprises is aimed in particular at ensuring the pupils' high-grade polytechnic instruction, the support for extracurricular education and training work and the development of sponsorship relations between school and enterprise, classes and brigades.

Article 34 - The Responsibility of Managers of Enterprises

(1) The managers of enterprises and chairmen of cooperatives (referred to in the following as the managers of enterprises) are responsible, in cooperation with the schools, for fulfilling the tasks arising for them from the law on the uniform socialist educational system.

(2) This responsibility entails in particular instilling in the members of the enterprise a high sense of responsibility for the communist education of school youth, especially for the education of their own children; assisting the schools in giving school youth a class-bound education; a curriculum-related conduct of polytechnic instruction for the pupils, including scientific-practical work, in line with the state of development of modern technology in their enterprise and with involving the upper grade pupils in the tasks of the science and technology plans; organization of the pupils' productive work as an element of the enterprise plan and ensuring the material conditions for the productive work as well as for instruction in the subjects of introduction to socialist production and technical drafting; the use of experienced specialists for the pupils' education and training; promoting extracurricular activities, the socially useful work and structured vacations for the pupils by involving appropriate forces in the enterprise, making available space and material prerequisites and appropriate job slots for the pupils' voluntary productive activities during vacation periods; supporting the schools in setting up specialized instruction classrooms and furnishing them with instructional tools; and fulfilling the tasks of the enterprise in vocational guidance for the pupils in line with economic requirements.

(3) The enterprise managers, in exercising their responsibility, rely on the polytechnic advisory council in their enterprise.

(4) To carry out their tasks, the enterprise managers may conclude written records with the directors of the schools.

Article 35 - School and Home

(1) That the school and the parental home must work together follows from the shared responsibility they have for the all-round education and communist training of the children and youths. For implementing the close cooperation between the school and the parental home, parents advisory councils and parents activists groups for the various grades are chosen at the schools.

(2) In their work with the parents and parent representations, the directors and homeroom teachers concentrate on the conscientious fulfillment of school obligation, their active support of the schools' educational and training work, education within the family, their support for the FDJ and the Ernst Thaelmann pioneer organization in developing substantive and interesting life in the school collective, and the cooperation with the social forces involved in education.

(3) The directors and teachers, especially the homeroom teachers, together with the parents advisory councils and the grades' parents activists groups, assist the parents with family education. They counsel the parents on their children's education and development and provide them with pedagogic knowledge. The directors are responsible for holding regular office hours for parents and parent meetings.

(4) The directors make sure that all important measures for improving the educational and training work and order and discipline in the school are taken up with the parents advisory councils and the grades' parents activist groups and enforced through their assistance. Suggestions and recommendations from the parents have to be conscientiously checked and paid attention to in this regard.

Article 36 - School and Residential Area

(1) Implementing the principle of the unity between school and life calls for a close connection of the school with the political and cultural life in residential areas.

(2) The cooperation of the school with the social forces in the residential areas has to be aimed at having the pupils take an active part in political and cultural life and perform socially useful work for the protection, preservation and beautification of the natural environment and of the parks and installations in their residential areas.

(3) To give a varied and substantive structure to the leisure time of the children and youths, the schools make use of the facilities in the residential areas and recruit qualified citizens for assisting in the pupils' communist education, especially in support of their extracurricular activities.

Article 37 - Cooperation with the Youth Aid Organs and the Civil Courts

(1) The youth aid organs, particularly the youth aid commissions, and the civil courts assist the schools when pupils repeatedly violate their school obligation or parents grossly neglect their educational obligations and the school's efforts at bringing an educational influence to bear have been in vain.

(2) If the various opportunities the school has for educating a pupil remain inadequate, the director may request educational assistance from the youth aid organs. Such a request is to be submitted either to the competent youth aid commission or to the youth aid department under the kreis (city kreis or city district) council.

(3) When pupils above the age of 14 obstinately violate their school obligation or parents grossly infringe their educational duties, the director, in concurrence with the parents advisory council, may request a conference with, and the determination of measures by, a civil court. That request is to be submitted to the competent arbitration or conflicts commission.

VIII Concluding Provisions

Article 38

(1) Implementation regulations for this decree are issued by the Minister for Public Education.

(2) To safeguard national concerns, in cases of disaster or similar situations of danger, the Minister for Public Education may issue rules that deviate from this decree.

Article 39

(1) This decree goes into effect with its promulgation.

(2) At the same time, the following are invalidated:

Decree on Ensuring Firm Order at the General Education Schools, 20 October 1967 (GBL Part II No 111 p 769), and

Instruction of 9 May 1968, in the version of 18 August 1969, on Regulating the Procedure for Awarding Pupils with Distinctions (Instructions and Information of the Ministry for Public Education and the Official Bureau for Vocational Training, No 19 p 309).

IDEOLOGICAL, PROPAGANDA TASKS FOR PRESS LAID OUT

Warsaw PRASA POLSKA in Polish No 1, Jan 80 pp 1-4

[Article by Kazimierz Rokoszewski, PZPR Central Committee Press, Radio, and Television Department Director]

[Excerpts] In the course of discussion on the Central Committee Guidelines for the 8th PZPR Congress which has been carried on in election meetings of organizations and party channels, it has been revealed that a significant percentage of working people, having a clear understanding of the intent of the Guidelines, are tackling the crucial problems of their factories, surroundings, regions and the nation. Many suggestions relate to improving the efficiency of operations, bettering the organization of work and resisting waste. There is discussion particularly among workers of the manufacturing industry, who express their great concern not only about problems of production, but also about all the social conditions for increasing the living standard, including such conditions as the education of our youth, the workers' sense of pride, the ethics of work, morality and the like.

Discussion is also being carried on in the circles of the intelligentsia, especially among the creative intelligentsia. And here we hear voices speaking out of concern for the state and the development of socialist culture, of the basic values which should form a man of the epoch of the building of evolving socialism. But we must also deal with a certain marginal group which carries its discussion about creativity, and even its lack of inspiration, to ridiculous proportions, demanding freedom for...anti-socialist creative work, and creative work that is often even anti-Polish.

As far as concerns the Guidelines themselves, two phenomena should be emphasized. We should note the manner in which ZYCIE WARSZAWY broaches them with their readers; in a mature fashion, not bypassing difficult questions, not bypassing sharp corners, arguing by its openness that this work of the party with the people will solve economic difficulties accompanying our development. The party, and not the opponents of socialism, not the various proponents of "changes" or "improvements" in

socialism, who are really advocates of the bourgeois road of a social-democratic sort, which can only mean Poland's demise. A second example is provided by the local party newspapers, which examine the major proposals of the Guidelines with reference to the balance-sheet of the decade against the background of concrete examples of the family, the factory and the region. The remarks of Marxists and scholars published by several weeklies, especially LITERATURA and ARGUMENTY also introduce new values.

The development of our society is taking place under conditions of sharp ideological conflict. This is determined both by international factors, the increased emphasis of centers of imperialist propaganda, and the fact that the still existing class struggle and the differences between various layers of society in the nation are taken advantage of by every sort of oppositionist to divide the unity of the nation. We demand that ideological-political journalism convincingly present the primary task in our party's program: tightening the bonds of the moral-ideological unity of the nation against the background of the program of the building of the evolving socialist society, on the basis of the ideological beliefs of the working class. In journalism, in discussions, we must strengthen the conviction, that the party aims at levelling the differences between classes and social levels, that there is room in its program for ideas of social equality, that this program announces an equal start for all and values each person for his work input. We must dispel any illusion that it pays to be deceitful, pointing out that only work is the measure of the value and worth of a man. We must proceed in the ideological struggle with recidivist petty bourgeois attitudes, with the cult of materialism, emphasizing the great, humanistic, spiritual values to which society aspires in the socialist structure. And we should and must encourage discussion on this subject, particularly with the younger generation. In this way the socialist democracy will develop, increasing the share of the working people in the government of the country, and creative freedoms will be as deep as the level of consciousness of our people, as broad as their understanding of the hierarchy of goals and developmental necessities.

The fashioners of culture should play an important role in this discussion. They should give broader treatment to the subject of how we can go about seeing that there are more good books, plays, paintings and films and they should cease their futile debates over the political manipulations in the sphere of culture. Everything that is crafted in the workshops of our authors is put into print and published, with the exception of a very few works which are decidedly antagonistic to our principles. It is not we who manipulate such delicate living tissue as is our cultural creativity. This is done by various sorts of oppositionists under the name of the Worker Defense Committee [KOR], the Movement for the Defense of Human and Civil Rights [ROPCIO] or other groups which take advantage of the naivete or lack of perspective among some authors to manipulate them to oppose the Communists and their developmental concepts.

We must also note these basic truths, that owing to the realization of the program of our party Poland lives in peace, its borders safe. We have our

lasting alliances to thank for this, especially our friendship with the Soviet Union. Our enemies are stepping up their anti-Soviet campaign at present, attempting to filter it through our society. We must oppose such attempts with all our power, since there is nothing more fatal to our Homeland than the impairment of this friendship.

We must also be decisive in our actions to propagandize against the spreading myth of America as the nation of universal prosperity, against the deification of frontal reactionary American politics. Our youth knows a great deal, it is receptive, but it does not always know the whole truth about the essence of contemporary imperialism.

American imperialism, which desires the confrontation of Eastern and Western Europe at a safe distance from its own territory, shows its true face particularly today. Our journalism in the areas of international relations, the characteristics of imperialism, war and peace should explain these contemporary complexities. We cannot view everything narrowly from a practical point of view, accepting the view of the expert-technician alone as he observes all elements separately, but we must also listen to the voice of the ideologist and the propagandist, who knows how to draw general conclusions from the ideological and political struggle of the two worlds.

The rivalry and competition in which we are participating now and will be participating have become more intense. The winners will be the nation and the people who are resilient, who can adapt to higher demands, whose basis is the greater work productivity. This challenge has been discarded in contemporary times by others and also by us, Poland, and if we do not wish to be relegated to last place, we must set this challenge in order.

We Poles are living lives of greater material and spiritual abundance and wealth. We are more mature politically and even more tied to socialism, although not uncritically, especially with regard to management, certain deformations, bureaucratism, goldbricking, the nouveau riche, scarcity of goods, and dangerous moral phenomena. We all see the need for greater discipline and the force of socialist authority.

We are in the midst of resolving our great housing problem, with one out of four Poles today living in housing built in this decade. This is an achievement of historic significance. There is no exaggeration in this statement. It is a fact, although it is a fact of which society is not informed, its importance repeatedly being diminished in the face of other difficulties, aggravations, scarcities and problems which are real, do occur and happen, but which we did not plan and which have taken us by surprise many times. These are phenomena which, taken as a whole, can lead to essential disproportions localized in energy, transport, farming, market instability, inflationary phenomena, lowered management efficiency and labor productivity, in the overly free, economically unsupported circulation of money, which causes definite social and political upheavals.

In the broadening workers' democracy, in which there is an awareness of economic accounting for the factory and department, of the process of production and a sense of communal responsibility for the results which are achieved, reflected in wages, the greatest reserves will be in evidence.

As journalists and activists we should have the courage to tell ourselves the truth, that we are best at generalizations, that we are more eager to solve the big problems than to place ourselves in the midst of the working class, and are thus deprived of something very important. Without our being part of the working class, there can be no really great, interesting, fascinating journalism at the most fundamental levels of party life. I am not afraid to point out the danger that threatens us, nor am I afraid to give it a name. It is the danger of our own sort of bureaucratism, our passive approach to the problems that exist and the questions that arise with the notion that "what will be will be" or "let things be as they will." These ideas are not good in the life of man, they are unacceptable in the life and actions of a journalist and activist of the ideological front.

Definite problems have been brought for resolution before Poland, our party, and the whole Polish nation and we must solve them as co-landlords of this country. At the basis of these solutions lies the improved, more productive labor of each of us, greater internal discipline, greater self-motivation, clearer values. When we refer to these principles for others we also refer to them for ourselves.

Under present conditions we must concentrate on the improved use of the potential which we have already created. In the coming year wages cannot increase as rapidly as they have up to the present, and labor productivity must grow much more rapidly. We must express this to the public openly, justify it and show these processes against the background of other countries.

What is essential is the conformity of us all, independent of our place of work or affiliation to higher demands for control and self-control, for the execution of legitimate party resolutions, for the accountability of every working person, for a much more consequential sense of responsibility of the collective and the individual. We must also work out the economic mechanisms, including the financial mechanisms, which will serve to effect better and better work, and more efficient work of the party in the formation of party attitudes. Not even a grosz should be given for free. Recognition for those who work well and workers' criticism of those who like the free and easy life without work.

There is no other way. Our work quality will decide whether we will continue to live at our present level or whether we will live better, or worse than we do now. No one will give us anything for free, either now or in the future, nor have they ever.

In the course of the pre-Convention discussion we pose the question: How can we hasten our development in the factory, in the village and in the

city, in the industrial plant, and in the concrete sphere of science and art? We will surely find many answers. Together they will not only help the Convention to come to concrete decisions, but they will assist our further activity as well.

Polish journalism concentrated around the Association of Polish Journalists [SDP] daily manifests its ties with the party and the socialist state. The pre-Convention period is for us all a test of our party-mindedness, our attitudes, our involvement and our journalistic skills. Let us do all that we can to pass this test with excellence, to fruitfully serve Poland, the party and the socialist question.

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CSO: 2600

ATTITUDES, BELIEFS, AMBITIONS OF POLISH YOUTH STUDIED

Paris KULTURA in Polish No 1-2, Jan-Feb 80 pp 123-132

[Article by Wojciech Wolski: Portrait Sketch of the Young Generation]

[Text] After a period of lively debate about the problem of young people, interest in this subject has weakened, discussions have become more subdued, and polemics have ceased. After the turning-point of the 1960s and 1970s, calm has set in.

It appears that the right time has arrived for asking the question: "What is the young generation of Poles like?" Everything written in Poland on the subject can be divided into two categories: the first consists of works of a scientific nature--the interesting detailed statistics are frequently not interpreted, because this would immediately rule out the chances for publishing the study results, and the significance of facts is simply falsified by setting them in inappropriate contexts; the second, a mountain of paper with trite stereotypes, frequently embellished by official-optimistic platitudes. If the materials in the first group furnish answers to the question: "What is it like?" the other materials are subject to the general law according to which the picture of reality is shaped in accordance with the Party's current imaginings concerning a given area of social life.

A number of studies were recently made whose results, not always published in full and comprehensive detail, have furnished a good deal of interesting material which permits us to bring into relief the psycho-sociological features essential for a profile of the young generation. This concerns the generation whose parents formed their independent and adult life under Polish postwar conditions.

This generation will finish school in the 1970s and will start working or begin studies in higher schools. It is a generation which will achieve full, social maturity in the 1980s. They and children educated in their image and likeness, will define the spiritual state of the Polish nation in the 21st century.

To gain an insight into the conscious state of the young generation is to become acquainted with the typical concepts, views, ideas, opinions, specific notions, aspirations and interests which are taking shape in that generation.

Young people are excellent observers, while at the same time they maintain a certain independence with respect to the demands of the adult world. They also possess great emotional susceptibility, along with a strong need for some kind of standards. They adapt easily, not only to accepted models of behavior, but in addition, constantly reflect the tensions, frustrations and suppressed reactions which adults carefully hide not only from children, but frequently from themselves.

Let us, therefore, begin with a trial sketch of the value hierarchy of the young generation.

In a poll, conducted by S. Nowak and group in 1972-1973, of last grade pupils of typical secondary schools in Warsaw and Kielce, questions were asked about a life ideal, even if the respondent did not consider it to be realistic. An effort was made in this way to show how far-reaching are the aspirations of boys and girls. Required love and successful family life were valued most highly, followed by "life in the company of friends one likes and who like one," then "interesting and satisfying work, attainment of a suitable occupational status and conducting a peaceful life."¹

B. Weber's studies conducted among young people, aged 16 to 19, in vocational schools, technical schools and general education lyceums also disclosed that the majority, 70 percent, considers that² successful life is love, a happy marriage, friendship, peace and security.

Let us now turn our attention to the kinds of ideals not given recognition: the realization of important moral ideas; attainment of a managerial position in the occupational field; attainment of a position in the political area; as well as influencing the form of social and political matters.

We see³ similar aspirations in the studies undertaken in 1972 by B. Golebowski. They concern the 8 million young people between 16 to 29. As goals of little value to which they do not aspire, they include: successful family life--2 percent, authority over others--70 percent. In conducting studies among young Warsaw males aged 18 to 24 ten years earlier Z. Bauman discovered a similar phenomenon: lowest rejection occurred with respect to "interesting work and successful family life." The model of a successful life linked with attainment⁴ of authority over other people had the largest number of opponents.

According to B. Weber, a peaceful rather than an active life is given priority by 60 percent of those studied; 42 percent indicated they were for moderation, prudence, and avoidance of risk; while barely 6.6 percent dreams of great deeds from which some use might emerge. The question:

"Why or for whom is it worth living?" was answered: for a loved one, the family, one's country. Fame and political and organizational ideas attracted the least attention.

Thus Z. Bauman's, as well as B. Golebiowski's studies show that a varied life full of adventure and risk is found in the number two position of the anti-value hierarchy, right after authority.

The convergence of certain conclusions from studies of the late 1950s and beginning of the 1970s is striking.

Thus, to begin with, the tendency to link aspirations and life plans with matters of a personal nature, family, friends and acquaintances. These types of aspirations, as stated by B. Weber, are most strongly stimulated and conscious. What is more, the instability of these opinions has not been verified.

Second, the decline of aspirations pertaining to public life is noticeable.

Third, the lack of a tendency to a life full of adventure and taking risks, together with moderation and caution in the method of realizing life's goals, give us a picture of a generation of mid-altitude fliers.

Let us in turn try to examine the expressions giving a picture of the accepted value hierarchy. From Z. Golebiowski's studies we learn that the following values are particularly important for young people: equity in mutual relations between people (49 percent), a better material life level (46 percent), freedom of discussion and open propagation of different beliefs (40 percent), honesty in social life, and consistency between proclaimed verities and what is done (37 percent), and respect for individual dignity and beliefs (32 percent). Qualities particularly valued by people: equity (70 percent), honesty (55 percent), diligence (49 percent), and knowledge (41 percent). Last place (15th) is held by ideology. Seventy-seven percent would like to see such qualities as sincerity and indulgence in a friend. On the other hand, the question, "What do you admire in people?" was most frequently answered: "Fairness, sincerity and courage."

In studies of the outlook on life and the socio-political attitudes of students in Katowice province (3/4 of them age 18), it was established that at least 83 percent of those polled valued honesty highest, but barely 1/3 clearly condemned dishonesty.⁵ An attempt was also made to establish the intensity of optimism or pessimism in evaluating the future.

In Z. Bauman's studies, the percentage of strong-minded optimists was 14.3 percent, pessimists 4.8 percent, while those who thought that good as well as bad things could be expected of life came to 81 percent, among whom 40 percent were moderate optimists.

In studies conducted several years later, about 50 percent of the parents polled expressed the conviction that more good than bad could be expected of life. Young people were more pessimistic (24 percent). Twenty-seven percent of the parents turned out to be satisfied with their life, but only 10 percent of the young people.

This indicates a specific feeling of uncertainty, if not disbelief in the future. It should be emphasized here, that the lack of satisfaction shown should not be confused with dissatisfaction and questioning of the "status quo." An error was made constantly (not only in journalism) in juggling stereotypes such as: "the rebellious generation" and "young angry ones."

It turned out that, basically, young people approve of their parents' value system, except for evident differences with respect to religion (greater indifference) and sexual life (less strictness). Other quite significant differences, however, do appear: young people believe less frequently than do their parents that it is worthwhile to endanger themselves on behalf of the well-being of other people or of their right to express their own views, and young people relatively rarely feel the need for engaging in public life and do not believe in mutual human goodwill.

All this attests to a lowering of the rank of moral values and of trust in people.

The reader must give thought to values such as sincerity, honesty and equity which appear unceasingly in leading positions. It appears that this is an index of certain conscious needs, as well as of the lack of their satisfaction in interhuman contacts.

The demand for greater sincerity, honesty, and a clear conscience expresses a desire for an honest relationship between people based on the truth.

It is necessary to make one reservation here. The young people polled frequently gave answers to problems on which they could not have a fully informed opinion of their own, that is, an opinion flowing from their own life history, established in the course of experience, and constituting their generalization. For example, the question of "Does life bring more good or bad moments?" is an abstract one for a teenager. The most common reaction to this type of question is clothed in the words of a functioning stereotype.

The theory of "social schizophrenia" explains the existence in our society of a divided consciousness. One of its areas collects views earmarked for external use and official opinion, all of them formulated in newspaperish-officialesse language. On the other hand, the second area pertains to internally accepted models of thinking and activities for private use.

This illness appears in the form of two laws, two scales of value, and even of two languages. The official truth and official imponderabilia have created a characteristic language. (Orwell had already written about that.)

The difference between what is said and what is done in turn becomes the reason for indifference and discouragement. In admitting a lack of higher goals (as many as 64 percent in Colebiowski's studies), more than half of the young people describe the reason for this state of affairs as follows: "One thing is said, another thing is done; thus, it is not worth getting involved," while one-fourth state simply: "The pessimistic attitude prevails that 'nothing will come of it anyway.'"

A third of those polled admitted they were uncertain as to what was proper or improper in social life (these difficulties occurred immediately after the material troubles). The lack of possibilities for influencing the country's lot was asserted by from 73 to 90 percent of those polled.

In the meanderings of "double think," simple criteria of truth and falsehood become lost and cynicism is born. This statement was encountered in the group of older young people: "The climate of indifference and of not becoming visible tempers a young person. When at last his voice counts, then all that is left of his enthusiasm and aspirations is ashes. The lack of faith in the effectiveness of action and experience with initial unsuccessful efforts give rise to barely perceptible activity when one is grown-up." Youth publications publish much recollective material sent in for such contests as "The fortunes of former pupils" or "My first job." The scandalous waste of abilities, the stifling of talents, or simply demoralization in the matter of attitudes to work are almost an obsessional theme in such statements. This phenomena no longer arouses indignation, it has become universal. It is dismissed with an ironic smile or a despairing wave of the hand. It brings with it discouragement and apathy, kills enthusiasm, paralyzes initiative,⁶ evokes conformism and opportunism, and draws mediocrity and ambitious persons without talent, who adapt themselves and preserve this order.

There also are other results which go further. Weakness and helplessness in the face of the world around create a feeling of threat, which in turn creates a feeling of fear. Its deep and unconscious structure and efforts to get rid of it provide the impulse for seeking contact with people: communication with them, cooperation, confirmation of one's place in this world through acceptance by others, and neutralization of those one feels to be prejudiced or even hostile to oneself. Some researchers state that this is supposed to signify the need for "some kind of deeper communication" and introduce a new term, "contactiveness." The truth, however, must be faced: what emerges is a clear neurotic theme.

In S. Nowak's, as well as Z. Bauman's research, youth expresses itself pessimistically with respect to dependence on the help of others. It did not believe that people are good or helpful.

It is not strange, therefore, that skill in cooperating well with people occupies first place in youth's choice of a personal model.

I. Krzeminski, a colleague of S. Nowak, gave an interesting interpretation of this phenomenon.⁸ He presents two hypotheses: either there is a true moral value associated with tolerance and altruism (The fact that altruism is not considered in the selected personal model argues against this) or a purely pragmatic value, "the basis of the technique of living together." The second hypothesis appears to be more apt if, on the one hand, consideration is taken of the negative evaluation of relations between people and, on the other hand, of the under-estimation of everything which this living together facilitates and makes pleasant. In general, it would be difficult to imagine them without the elementary unselfishness and kindness without which few of us could get along today.

The results obtained by H. Svida in his studies of 1973-1974 appear to confirm these hypotheses: young people most value "the ease of making friends with others" (51.1 percent), "know-how in giving them help" (26.2 percent), and "maintaining faithfulness in friendship" (28.2 percent). In turn, attention needs to be called to the particularly high position of equity. Who are those who crave for and wish equity? Young secondary-school pupils, university students, and working young people. Is it possible that they have already experienced injustice in their lives? The opinions expressed in this case probably need not be understood as a rational position, but as a reaction to a symbol.

Thorough studies of the concept of equity in current consciousness would be interesting. It can now be emphasized that Polish thinking finds it strangely easy to confuse assessments based on egalitarianism and on equity or, speaking more precisely, to replace assessments based on equity with those based on egalitarianism. If equity carries with it an obligation to give everyone what belongs to him and is a moral principle, then the demand for equality has a formal-legal character. We are presently witnesses to an evolution, in the course of which equity begins to change into the claim "the same amount for everyone." The rule which liquidates privileges begins to transform itself into a rule of endowing everyone with privileges. Privilege, however, is a characteristic right of the chosen. Its universalization, because it does not give that which it promises, has become a complaint by all against all. This is a symptom of a pathology of valuation whose psychological and social roots were revealed by Max Scheler in his theory of resentment.

Resentment arises from a feeling of wrong (real or imaginary) and in a situation in which the reaction to its cause is checked or suppressed. The feeling of helplessness and impotence reinforces itself, causing jealousy, envy, malice and derision.

An interesting reason for a feeling of injury is the difference between a rightful (or imaginary) right and an actual situation. The lack of possibility for expressing this conflict or reaction, whether in the form of rebellion or healthy rivalry, causes permanent inhibition. In a word, resentment.

The above short exposition helps us to clarify a frequent phenomena in daily life: disinterested unkindness.

I. Krzeminski provides an interesting interpretation here: "Spontaneous unkindness is at this moment becoming the most universal attitude.... Unkindness has a characteristic and, from a certain standpoint, disturbing feature: it is not only a reflexive reaction, but also a disinterested one. It is not a consciously adopted attitude which facilitates the realization of benefits or a desired state of things, or the result of a conscious aspiration to a defined goal, because it appears not only towards those who stand in the way of its attainment. Unkindness can be an independent motive of action and a goal in itself....A desire for slighting someone else, expressing in this way one's contempt for him...Also, all of these aggressive actions are to serve to raise one's own value and to strengthen a positive evaluation of one's own self."¹⁰

We were put on the trail of this feeling of being threatened, which is universal in Polish society, and of the difficulties in establishing one's own worth, by the analysis of data already obtained in studies of young people. If the derivation of this pathology from the "dynamic of social changes of the last thirty years" (perhaps, in order to treat this as a euphemism) is not sufficiently convincing, then the fact that the source of hostility toward other people lies in the simultaneous spreading of egalitarianism and the "dictate of promotion" seems so much closer to the truth. These rules, which express conflicting tendencies, create emotional tensions. A person who considers that he receives less than his due, directs his first reflex of dissatisfaction against others. Even more, he may feel freed of the necessity to obtain social success through work, maintaining, in the name of egalitarianism, that he ought automatically to have a suitable social position and prestige.

Actual or imaginary injury commands him to examine his neighbor under the headings of "he has" as well as "it is due to me." Woe betide those who have been successful in life, those who want more and manage better, people who are not average. Unceasing vigilance with respect to someone's success, malicious efforts to distort someone's merits, and impairment of rights due to someone else are directed by the thought, hidden deeply somewhere: let things be no better for me, as long as they are worse for others. This spiritual self-poisoning appears in various intensities and takes on different forms, ranging from arrogant pretension, hidden envy, and malice, to a festering envy and contempt reminiscent of Stanislaw Witkiewicz's "Unwashed Souls."

Youth turns away from prestige values. Even for that portion which values prestige models (5.2 percent), it is a less important value than the remaining ones. These attitudes are the result of the action of at least two real mechanisms.

The first one--let us call it the mechanism of private sources of satisfaction--manifests itself in an almost reflexive aversion by young people to various formalized social institutions (organizations, positions, distinctions, authorities). Thus, while the attainment of "social significance" is set as a goal by only 5.7 percent, 27.3 percent wish to get people's recognition and respect. It is as if these were two completely different matters. This results, among other things, from a semantic difference of these definitions. That which is human is closer and based on face-to-face contacts, while that which is social signifies structures and formal ties which lie beyond the reach of young people's direct experience.¹¹ Longed-for human respect and recognition is based on a relationship between merit and distinction which is visible and subject to the direct control of the environment. On the other hand, the secrecy of decision-making which is characteristic of certain organizations, their arbitrariness, the ostentation of the institutions "representing" them (behind which frequently various "hierarchies" are hidden), and opportunism lessen confidence and lower the value of "social significance."

A second mechanism is the conviction among young people that prestige as a value "functions in a negative sense": what is valued is not being better, but not being worse.

Behind this strong, open aversion is hidden a feeling of value distorted by resentment. Well-being is "suspect," success is "independent," and jealousy and envy are almost reflexive. With such a corrupted valuation, an individual is prone to ascribe his feelings to others. In addition, in order to escape the threat from them, an individual creates semblances of 'desinteressement' to everything which might distinguish him "in plus." In the depth of his heart, however, he desires those distinctions which would allow him to look down at others and to slight and despise them.

This specific relationship of Poles to themselves, this mutual holding in contempt and ruffling up of self, as Stanislaw I. Witkiewicz said, is manageable: whoever ruffles up and gives one's self airs, draws on himself the malevolence of others who see that provocative scorn and begin to foster enmity toward the important one, while he, feeling himself threatened, defends himself, strengthening his contemptuous relationship to the environment. The principle, "to beautiful ones for being pretty," as a rule leads to the escalation of mutual 'services' which are neither beautiful nor pretty.

The recognition complex becomes a challenge for those who more than once experienced having their noses rubbed in the dirt. This variety of inferiority complex will also raise some above others or draw all down to one level, creating semblances of a lack of interest for impulses which are the source of the conflict.

In social life there are no isolated systems; the young generation, therefore, should look at social forces and processes in a broader setting. The stability of certain psychic attitudes then become self-evident, despite the variability of form in custom and attitudes. For example, caution in setting high goals for one's self, security and moderation in their realization, and pessimism in the evaluation of consequences undoubtedly are the result of the experience of successive generations.

Today, we are hearing a heritage of atrophies of citizen virtues, the degeneration of the risk instinct and initiative, as well as the strengthening of spreading resentment.

I endeavoured in the foregoing reflections to emphasize those elements of the young generation's consciousness (and subconsciousness) which cast a shadow on our psyche, not only individual, but also national.

FOOTNOTES

1. See Stefan Nowak, "Not far from the Apple Tree," POLITYKA No 15, 1976.
2. Barbara Weber, "Ideals and opinions of secondary school young people with respect to socio-political and moral matters." The Institute of Studies of Young People at the Higher School of Social Studies, Warsaw, 1972.
3. Bronislaw Colebiowski, "Young people--About Themselves and Their Aspirations." Center for Public Opinion Study and Planned Studies, Warsaw, 1976.
4. Zygmunt Bauman, "Warsaw Youth Models of Successful Life." Center for Public Opinion Study, Warsaw, 1961.
5. M. Michalczyk, A. Opalek-Orzechowska, J. Szefer-Timoszenko, "Outlook on life and socio-political attitudes of young people." Upper Slask Sociological Studies, Vol 10, 1972.
6. Compare T. Toranska, "On the Side," PRZEGLAD TECHNICZNY - INOWACJE No 7, 1979, which presents the vicissitudes of 14 laureates of the S. Nowicki and S. Skrypij Association of Architects of the Polish Republic prizes for the past 13 years. Only for readers with strong nerves!
7. "Young People and Values," a group work under the editorship of H. Swida, WSzIP, Warsaw, 1979.
8. I. Krzeminski, "Relations," POLITYKA No 45, 1977.
9. M. Scheler, "Resentment and Morality," Warsaw, 1977.
10. I. Krzeminski, "Unkindness," POLITYKA No 12, 1977.
11. Interpretation A. Uhlig as indicated above in the group work "Young People and Values."

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CSO: 2600

'SCINTEIA' COMMENTS ON EUROPEAN SECURITY, NEED TO REDUCE TENSION

AU261341 Bucharest AGERPRES in English 1210 GMT 26 Feb 80 AU

[Text] Bucharest, AGERPRES, 26 Feb--The outstanding importance of European security for the peace of the whole world, through the positive effects it would entail for the world political situation as a whole, is emphasized in commentary printed in SCINTEIA on February 26, which points to the profoundly humanistic meaning of Romania's firm commitment to the lofty cause of security and collaboration in Europe.

The commentary mentions that Romania has turned the engineering of European security into one of the priority objectives of her foreign policy, consecrated by the main party and state documents, and reviews the constructive contribution of this country to the success of the first all-European conference, to the definition and crystallization of the concept of European security.

One of the recent documents--the manifesto of the Socialist Democracy and Unity Front, now focusing the attention of Romanian public opinion engrossed in the campaign for the elections of March 9--emphasizes the need for concerted action of the peoples in order to attain the targets laid down in the Helsinki Final Act. Especially under the current circumstances, when interstate tension is mounting, and the tendencies of coming back to some cold war practices grow more marked, especially due to the attempts to redivide the zones of influence, SCINTEIA writes, it is very necessary that action be taken for the development of the Helsinki-inaugurated process, for the consolidation of detente and the building of genuine European security. The Romanian daily stresses the necessity that no action be taken that might jeopardize the progress of detente achieved in recent years.

Contrarywise, everything possible should be done for the establishment of a climate of good neighbourliness, understanding and collaboration. That is why Romania pays special attention to a proper preparation of the next Madrid reunion which is called upon to give a fresh impetus to the development of the relations of multilateral collaboration among the participating states, and especially to the efforts for concrete and efficient measures on disarmament and disengagement.

As a matter of fact, SCINTEIA mentions, in the spirit of the Helsinki Final Act provisions Romania has suggested the convening of a special conference on disarmament in Europe and the conclusion of a general pact on giving up the force and threat with force, on nonuse of nuclear and conventional weapons. Romania pursues the withdrawal of all troops from foreign territories to within their national frontiers, the reduction of the effectives and weapons of each and every state, the freezing of the military budgets and the cutting down of arming expenditures. Matching words with deeds, SCINTEIA winds up, Romania has taken steps on this line herself, diminishing the military expenditures in the budget of years 1979 and 1980, in the interest of meeting some social necessities.

CSO: 2020

MINISTER OF HEALTH'S STATED SUPPORT FOR INNOVATION HAILED

Bucharest FLACARA in Romanian 7 Feb 80 p 7

[Text] "The medical act and the requirements of health care" is the title of an extensive interview given by Prof Dr Eugen Proca, minister of health, to the newspaper ROMANIA LIBERA and published in 29 and 30 January 1980. Naturally, the successes achieved in health care are pointed out, successes resulting from the efforts which our state, with its concern for man, is making in this direction and, at the same time, from the diligence of the doctors, health cadres, professors and academicians in the respective field, placed in the service of the protection of public health. However, the interview does not have a sensational character; in a responsible manner, with the strength of a high civic awareness, it makes a deep analysis of the aspects which it examines, informing the public that despite the indisputable achievements in the health sector there are still some shortcomings, some of them "chronic," due, in the most part, to routine, bureaucratic attitudes, lack of receptivity to the new, manifestations which are noted, in the opinion of comrade minister, even in the activity of the ministry and of some workers in the ministry apparatus.

Analyzing the many aspects of activity, seeking and formulating measures and solutions for eliminating the deficiencies, the interview is a responsible examination by a person who is a doctor and a well-known specialist, which is illustrative of the way in which our democracy subjects to public scrutiny activity in all fields including those areas which some, because of professional pride or some other reason, would like to restrict to the specialists as much as possible. The extensive references which are made to the shortcomings still existing in the promotion of the new in medicine and the measures which have been formulated and are about to be applied in this area, give rise to the hope that the verification, applications and generalization of new ideas and methods will be carried out with more revolutionary spirit, in a "framework in which subjectivism, procrastination, and even medical jealousy will give way to honesty, good intentions, decency and objectivity." The clear, categorical position of the man of science who is in charge of the ministry, in struggling against those barriers to the new which still

exist in the practice of an apparatus which intends to rejuvenate itself and based, certainly, on the conviction that these barriers restrict the natural development, at the desired pace, of the revolution in science, in the present situation, in Romanian medical science and practice, will cause broad repercussions in the ranks of other specialists and all workers in the health sphere. A new point of view in regard to the new is the first condition and the determining condition for Romanian medicine to achieve new and prestigious merits in the service of man and in the fulfillment of its mission. Such a point of view comes forth from the remarkable interview which we have pointed out to our readers as real evidence of moral health. With confidence, we await the actions.

CSO: 2700

KIDNEY TRANSPLANTS PERFORMED BY MINISTER OF HEALTH

First Kidney Transplant in Romania

Bucharest ROMANIA LIBERA in Romanian 19 Feb 80 pp 1, 5

[Article by Ioana Patrascu: "A Romanian Surgical First; A Kidney Transplant"]

[Excerpts] On 13 February 1980, Prof Dr Docent Eugen Proca [minister of health] and a team of physicians from the urology clinic of the Fundeni Hospital performed a kidney transplant, the first operation of this type performed in Romania. The young patient, 19-year-old Mihai Chefnea, from Dobrotesti-Teleorman Commune, is benefiting from this surgery and has every hope of recovering.

Prof Eugen Proca told us: "Our clinic has been technically prepared for such an operation for many years. Only the lack of a donor kept us from performing it. Unfortunately, prejudices and reservations delayed the execution of such a wonderful operation. All the more admirable was the act of Niculina Chefnea, 41-year-old cooperative peasant who gave one of her kidneys to her son.

"We began transplant experiments on animals 20 years ago. With the establishment of the kidney dialysis center here in Fundeni and the formation of a very good team of surgeons and the securing of an adequate material base and the necessary cadres, we began to take the matter of transplants seriously. A few months ago, after we found three volunteer donors, we began preparations for performing kidney transplants for three patients.

"Mihai Chefnea, who was suffering from severe kidney disease, had only months to live. We had used dialysis but this was unsuccessful. Two more parent donors are prepared for the operation in the near future. The organization of the kidney transplant center is in the final stages. It is equipped with operating rooms, equipment, and rooms for the patients, in accordance with the technical requirements for performing this type of operation. We have on our records some 800 patients who

undergo dialysis each year and therefore, we have 800 potential candidates for kidney transplant."

Second Transplant in Fundeni

Bucharest ROMANIA LIBERA in Romanian 22 Feb 80 p 5

[Excerpts] On 21 February, Prof Dr Docent Eugen Proca and a team of physicians from the urology clinic of the Fundeni Hospital performed a second kidney transplant. The patient was a young man from Cocaresti Commune in Prahova County, 23-year-old Nicolae Serban, who received the left kidney of his mother, 41-year-old Maria Serban. The post-operative conditions of both mother and son are very good.

Operation Scheduled for Petrosani Girl

Bucharest ROMANIAN NEWS in English 21-28 Feb 80 p 7

[Excerpts] The [first] successful operation makes all the patients concerned look hopefully to a kidney transplant. Among them is Eva Leach, a girl of 17 of Petrosani. Eva is the next to be given a kidney transplant. The success of the first transplant has given courage to her and her mother who will be the donor.

CSO: 2700

LITERARY REVIEW ATTACKED, NEW CHIEF EDITOR NAMED

Plenum of Writers Union Council

Bucharest LUCEAFARUL in Romanian 2 Feb 80 p 7

[Text] On 29 and 30 January 1980, a plenum of the Writers Union Council was held in Bucharest with the following agenda: an analysis of the activity of the review LUCEAFARUL for 1978 and 1979; the activity plans of the writers associations for the first quarter of 1980; and various other matters.

Participating in this plenum, as guests, were the members of the leadership council and of the editorial collective of LUCEAFARUL, the chief editors of the other reviews published by the Writers Union and the directors of publishing houses for literature, who are not members of the Union Council.

The following writers spoke about the matters on the agenda: Ioan Alexandru, Paul Anghel, Jozsef Balogh, Teodor Bals, Maria Banus, Stefan Banulescu, Ana Blandiana, Geo Bogza, Constantin Chirita, Mircea Ciobanu, Daniela Crasnar, Dan Cristea, Ov. S. Crohmalniceanu, Dan Culcer, Dan Desliu, Gabriel Dimisianu, Mircea Dinescu, Stefan Aug. Doinas, Geo Dumitrescu, Mihnea Gheorghiu, Dan Haulica, Cezar Ivanescu, Eugen Jebeleanu, Ion Lancranjan, Corneliu Leu, Nicolae Manolescu, Ileana Malancioiu, Fanus Neagu, Alexandru Oprea, Gheorghe Pitut, Sanziana Pop, Radu Popescu, Marin Preda, Eugen Simion, Marin Sorescu, Werner Solner, Corneliu Sturzu, Dorin Tudoran, Radu Tudoran, Laurentiu Ulici.

Comrade Cristea Chelaru, vice chairman of the Council for Socialist Culture and Education, also spoke.

The Writers Union Council is of the opinion that, in addition to the successes achieved by LUCEAFARUL in the area of political and professional tasks, the review has also manifested a number of deficiencies, in regard to its content, its orientation, and the involvement of the widest possible circle of collaborators, especially from among the ranks of the young writers.

After the appointment of the new chief editor of LUCEAFARUL, the Writers Union Council decided to forward to responsible bodies proposals for the reorganization of the leadership council of the review and of its editorial board.

The proceedings of the plenum were conducted by Comrade George Macovescu, chairman of the Writers Union of the Socialist Republic of Romania.

New Chief Editor Listed

[Editorial Report] With no additional announcement, the 19 January 1980 issue of LUCEAFARUL lists the following editorial staff on its masthead: Chief editor--Nicolae Dan Frutelata; assistant chief editor--Mihai Ungheanu; secretary--Teodor Bals. The 12 January issue listed Nicolae Dragos as chief editor and Ungheanu and Bals as assistant chief editor and secretary, respectively. According to the masthead in the 23 February issue, there have been no further changes in the top level of the editorial staff.

CSO: 2700

WORK, INSTEAD OF PRISON, FOR DISTURBERS OF THE PEACE

Bucharest BULETINUL OFICIAL in Romanian Part I No 13, 14 Feb 80 p 2

[Text] The Council of State of the Socialist Republic of Romania decrees:

Article I--Decree No 153/1970 on the determination and punishment of violations of the rules of social cohabitation, public peace and order is supplemented by Article 15¹ which will read as follows:

"Article 15¹--If the court finds that there are sufficient grounds for believing that the offender will be corrected without deprivation of freedom, it can order that he execute his jail sentence by working in the unit to which he is assigned or in some other unit, under the supervision of the collective in which he works. In the case of offenders who are not assigned to work, the unit in which they will do their work is determined by the court.

The refusal of the offender to appear for work or absence from work results in the revocation of the measure for the execution of jail sentences by work.

The provisions referring to correctional labor in the Penal Code and the Law on the Execution of Punishments are applied correspondingly."

Article II--The provision of Article I are also applicable in the case of jail sentences stipulated in laws and decrees in force at the time of the publication of the present decree.

Nicolae Ceausescu
President of the Socialist Republic of Romania

Bucharest, 11 February 1980

No 41

CSO: 2700

OBITUARIES OF CULTURAL, SCIENTIFIC PERSONALITIES

[Editorial Report] Several obituaries of prominent figures in the field of science, the arts, culture, and journalism have appeared in Bucharest ROMANIA LIBERA in Romanian during the month of February. They include the following: Mircea Hulubas-Mohor, film critic and script writer, whose most recent film success was the production "Vlad Tepes" [ROMANIA LIBERA of 1 February]; the poet and translator Valeriu Bucuroiu, founding member of the Writers Union [ROMANIA LIBERA of 2 February]; Constantin Lazarescu, poet, essayist, journalist and translator [ROMANIA LIBERA of 2 February]; Hans Hermann, 95-year-old artist [ROMANIA LIBERA of 14 February]; Benjamin Zorgo, corresponding member of the Academy of Social and Political Sciences, recipient of the State Prize, specialist in the field of psychology [ROMANIA LIBERA of 14 February]; Hungarian-nationality writer and translator Bela Vajda, founding member of the Writers Union [ROMANIA LIBERA of 20 February]; George Hazgan, singer in the State Operetta Theater in Bucharest, recipient of awards and medals from the Socialist Republic of Romania [ROMANIA LIBERA of 22 February]; the poet Ana Grogoras Barbulescu [ROMANIA LIBERA of 28 February]; George Buzdugan, secretary general of the Romanian Numismatic Society and an expert in criminology [ROMANIA LIBERA of 29 February].

CSO: 2700

BRIEFS

MINISTERIAL PERSONNEL CHANGES--The president of the Socialist Republic of Romania decrees that Comrade Petre Blajovici is relieved of his position as minister state secretary in the Ministry of Agriculture and the Food Industry and chief of the department for the food industry and Comrade Maxim Berghianu, minister state secretary in the Ministry of Agriculture and the Food Industry, is also appointed to the position of chief of the department for the food industry. [Excerpts] [Bucharest BULETINUL OFICIAL in Romanian Part I, No 15, 22 Feb 80 p 1]

PRESIDENTIAL APPOINTMENT--The president of the Socialist Republic of Romania decrees that Comrade Paula Prioteasa is appointed to the position of vice chairman of the Central Council of Workers' Control of Economic and Social Activity. [Excerpts] [Bucharest BULETINUL OFICIAL in Romanian Part I, No 17, 28 Feb 80 p 3]

RATIFICATION OF CEMA DOCUMENT--The Council of State of the Socialist Republic of Romania decrees that the modifications and additions to the "General Conditions for the Delivery of Goods Between the Member Countries of the Council for Mutual Economic Assistance, 1968/75"--provided in the annex to the present decree--which will apply to contracts signed beginning 1 January 1980, are ratified. The contracting parties can agree on the application of these modifications and additions to contracts concluded prior to 1 January 1980 which are in process of execution as of this date. [Excerpts] [Bucharest BULETINUL OFICIAL in Romanian Part I, No 17, 28 Feb 80 p 1]

NEW AMBASSADOR TO TRINIDAD-TOBAGO--By a presidential decree, Comrade Marin Argint was appointed ambassador extraordinary and plenipotentiary of the Socialist Republic of Romania to the Republic of Trinidad-Tobago, with residence in Caracas. [Text] [AU101424 Bucharest SCINTEIA in Romanian 8 Mar 80 p 5 AU]

AIR AGREEMENT WITH SIERRA LEONE--An agreement in the area of civilian air transport was signed in Freetown between the governments of Romania and Sierra Leone. Under this agreement, regular air routes will be serviced between and beyond the two countries' territories as part and parcel of the good relations of cooperation and sincere friendship existing between them. [Text] [AU101424 Bucharest Domestic Service in Romanian 1400 GMT 10 Mar 80 AU]

PROTOCOL WITH EGYPT--Bucharest, AGERPRES, 8 Mar--The second session of the Romanian-Egyptian joint commission of collaboration in tourism took place in Bucharest over March 3-7. At the conclusion of the proceedings Ion Tudor and Adel Taler, first deputy ministers of tourism of the two countries, signed a collaboration protocol for the 1980-1981 period. The document stipulates, among other things, the development of the Romanian-Egyptian touristic relations, of the reciprocal exchange of publications, programmes and information regarding the training of speciality personnel. [Text] [AU080809 Bucharest AGERPRES in English 0740 GMT 8 Mar 80 AU]

AID TO IRAN--Bucharest, AGERPRES, 8 Mar--The Red Cross Society of Romania has sent to the Red Lion and Sun Society of Iran an aid from the government of the Socialist Republic of Romania consisting of tents, blankets and medicines for helping the Iranian population afflicted by the floods in the Kuzestan Province. [Text] [AU080809 Bucharest AGERPRES in English 0742 GMT 8 Mar 80 AU]

CSO: 2700

COMMENT FROM AUSTRIA ON OBSOLESCENCE OF YUGOSLAV ARMY

Bonn DIE WELT in German 25 Feb 80 p 13

[Article by Peter Hornung: "The Partisan General Let His Army Go to Seed-- Tito's Armed Forces No Longer a Match for an Enemy With Modern Armament"]

[Text] Vienna--One can reach the Yugoslav Ministry of Defense in Belgrade by phone. Asked about the stand of the Yugoslav Army in light of the serious illness of president and party head Tito, a spokesman of the ministry said equivocally: "It is not a question of mobilization. Our People's Army is always fully ready for action. It is always in a state of mobilization."

But no new leave has been granted since the beginning of the year. On the other hand, personnel on leave have not been prematurely recalled to their units. On the surface, operations in the barracks have not changed. Only tanks, assault artillery and personnel carriers have rolled out of the depots and have been placed in readiness near the barracks exits.

Western military experts in Vienna speak of a phased mobilization: "The action planners under Defense Minister General Ljubicic want to avoid any scaremongering. There is no mention of an emergency, only of preventative measures." People in Vienna who know about Tito's army react somewhat skeptically to the assurances by the official military bulletin that "the army and territorial defense are equipped with modern armament and are in an excellent state of organization."

Neutral observers emphasize that "the last large supplies of arms from West and East go back 20 years. The armament of the army of 259,000 is hopelessly antiquated. It cannot resist effectively a modern army of the standard of the Warsaw Pact or NATO for even 48 hours. Tito's army lives on old romantic partisan ideas and has missed the connection with modern war technology. The doctrine of 'comprehensive defense' or 'universal people's defense' proclaimed after the attack by the Warsaw Pact on the CSSR suffers from the fact that the army lacks the necessary means for realizing the doctrine."

Serious defects became apparent at the big maneuvers in 1977 and 1978. True, the general staff personnel of General Ljubicic, Tito's man in the army, had come up with a realistic scenario of threat. Several airborne divisions of the enemy are occupying important airports. Complete armored divisions are being landed by airlift. The enemy suddenly stands in the rear at the most vital strategic points. Yugoslavia's "People's Army" reacts to this flexibly. It establishes elastic defense barriers, and commandos infiltrate the areas of occupation and harass the enemy with sudden concentration of fire and constant pursuit. But maneuver observers summed up things skeptically in Vienna, saying: "There was a lot of talk about pincer movements, zones of infiltration and organized ambushes. But the attacker was simulated only by awkward Yugoslav infantry units and the sole paratrooper battalion of the 'People's Army.' It landed only with light arms and because of strong wind missed most zones of action. Whatever infantry there arrived then to render support on the highways was again far weaker than the fire power of a Soviet elite airborne division going into combat direct from the air."

Critics of the Tito army in Vienna presume that "the aged marshal just did not want to take note any longer of any changes in modern warfare. He reproached his generals with scaremongering if they talked about blitzkrieg options of the Soviet airborne divisions. The 'people's doctrines' accommodated his nostalgic military concept. But everything remained rather romantic. Brezhnev's invasion of the CSSR mainly led to a new label for the army. Structure and armament continue to lag behind."

In the early fifties Tito kept an army of 600,000 under arms. In 1952 he ordered 22 percent of the Yugoslav state income to be spent on defense. In the 1979 fiscal year Tito permitted all of 6 percent to be allocated for defense. At the height of Tito's falling out with Stalin, 1 billion dollars' worth of military aid arrived from the United States. In the early sixties, when Tito made up with Khrushchev, war materiel of like extent arrived from the Eastern bloc. The result: The tank arm is divided into brigades with U.S. M-41 and M-47 tanks and brigades with Soviet T-34 and T-55 combat tanks. A similar situation prevails in the air force: Some squadrons fly U.S. F-84's and F-86's, others Soviet MIG-19's and MIG-21's. Viennese observers of Tito's military power explain: "All weapon systems by now are more than 20 years old. They are worn and are being kept in readiness with difficulty through spare part deliveries. But these tanks and planes cannot fight against weapon systems which are already two generations ahead. A tank duel between a T-34 and a T-72 is over in a matter of seconds."

Tito's military heritage looks depressing. The eight infantry divisions, seven armored brigades, two mountain infantry brigades and five motorized infantry brigades have remained at the level of the European postwar armies of the mid-fifties. Late in 1978 Defense Minister General Ljubicic visited the Pentagon. Supplies of modern radar systems and missiles for antitank defense were agreed on.

The summing-up assessment of the military in Vienna of Tito's military heritage for the endangered multinational state sounds rather bitter: "Tito came to power as a revolutionary general. But since 1945 he has let his army go to seed. Owing to a lack of foreign contacts, his officers corps became provincial. The weapon systems became antiquated. At the maneuver a war of yesteryear was waged. Now the forces must adapt to an enemy attacking with materiel and forces of the warfare of the eighties."

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PROBLEM OF ALCOHOLISM EXAMINED FROM DEFENSE STANDPOINT

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[Article by Gojko Kapor, Colonel and Professor of Medical Science]

[Text] One of the points of departure in the concept of general popular defense is that man, politically conscious, morally firm and battle-ready, is the basic and decisive element in armed conflict and resistance. For that reason the interests of general popular defense demand the exertion of the most extreme efforts for the effective involvement of the maximum number of people in its very complex system. From that standpoint, the question can be posed as to the place in the defense system of the large number of the general Yugoslav population that, according to current diagnostic criteria, are described, evaluated and diagnosed as alcoholics, persons dependent on alcohol, or who misuse alcohol without being dependent upon it.

In the treatment and prevention of alcoholism all doctors, and especially neuropsychiatrists and psychiatrists, have an important place and a social responsibility. In participating in general popular defense, in order more effectively to function and treat psychic hindrances in general and alcoholism in particular, doctors must develop and adopt a unified doctrine for treatment of such disorders. It is, however, well known that in peace-time both in Yugoslavia and throughout the world there are various standpoints and positions in the understanding and treatment of alcoholism. On the other hand, unified standpoints and positions regarding the understanding and treatment of all illnesses under wartime conditions are very important for many reasons, so that the defense forces of most countries insist on a unified doctrine for treatment of that important health problem as well.

The creation of a unified medical doctrine both during peace and during war especially, requires that doctors in general, and neuropsychiatrists and psychiatrists in particular, reject that which they had previously adopted and practiced, relating to certain concepts as well as methods and techniques for the treatments of psychic disorders, including alcoholism.

For Yugoslav conditions that is the more significant when we recognize that the question of alcoholism is particularly important because of its prevalence and frequency. Specifically, according to strict estimates it is considered that in Yugoslavia there are about 350,000 alcoholics and about another 250,000 who show initial signs of alcoholism; some authors consider that the number of cases of alcoholism in Yugoslavia is even greater. When we keep in mind that according to some estimates, alcoholism involves about 10 percent of the adult male population, the population that in the given circumstances would take on the greatest responsibility and burden in defending the country, then the problem of alcoholism as one of the social problems of general popular defense can be seen much more clearly. For an adequate consideration of the problems of alcoholism from aspects of general popular defense, however, we need dependable epidemiological data on alcoholism, including not only its prevalence and incidence but its distribution, severity and duration among numerous individuals and its lethality, as well as data in connection with treatment (medical care and rehabilitation) of alcoholics, on the economic consequences of alcoholism, and on the effects of alcoholics on other members of the society.

Diagnostic criteria of alcoholism are most closely connected to the epidemiological research. Those criteria have the following basic goals: the establishment of the nature of the disease, facilitation of early discovery of the disease, the preparation of terminology, the determination of realistic diagnoses relative to the severity of the disease, determination and application of the best known and most accepted principles and goals for treatment (including medical measures and rehabilitation), the determination of a prognosis or the probable course of the disease, preventive measures, and evaluation of the work capability of the effected.

The determination and sharpening of diagnostic criteria for alcoholism is necessary in order to establish the forms, course and outcome of alcoholism as a disease that is medically and socially conditioned. It has been shown, however, that more knowledge is needed concerning the progression of alcoholism as a disease, beginning with its early stages or underlying causes to its later, more developed stages, in order to recognize it in every stage and treat it adequately. In this it is necessary to keep in mind always that there are great individual differences in alcohol tolerance, so that what represents an excessive amount of alcohol use for certain individuals at a certain time, may not be excessive use of alcohol for other individuals at other times. In every case, scientific research work on the problems of alcoholism will contribute to the creation here in Yugoslavia of a new, scientific system of classification, diagnosis, prevention and therapy for alcoholism.

From the standpoint of general popular defense, those cases of alcoholism are particularly of interest that are designated in some classifications as "occasional excessive users of alcohol," and "problem alcoholics," i.e., alcoholics who do not have all the attributes of the chronic alcoholic, but are on the borderline and either remain there or cease to be alcoholics.

These are persons who are on the uncertain borderline between heavy drinking and chronic alcoholism, who become less effective but are still socially useful. Among them there are people who have above average capabilities that they have developed, and special talents. Such persons are of particular interest for scientific research from which an answer is expected as to why they do not progress in the direction of severe chronic alcoholism. The results of studies of the structure, motivation and mechanism via which these individuals adjust would be of significance for therapy and prevention of alcoholism in general. The results of such research would make a contribution to the selection and classification of personnel in general popular defense, making it possible to carry out such procedures on the basis of positive and not merely negative personality traits.

Also of significance for the development of alcoholism in certain persons are social attitudes toward the use of alcohol. In Yugoslavia those attitudes are expressed and reflected in religious ceremonies (ritual social attitudes), in the establishment and maintenance of social ties (the attitude of social participation and belonging), in assisting the realization of certain group or individual benefits (the utilitarian social attitude), in the satisfaction of personal pleasure needs that more often are related to feelings of psychic tension and discomfort, boredom, and apathy, rather than to desires to participate actively in life (the hedonistic social attitude). Here it is well known that the experience of making a bond between the consumption of alcohol and relief, i.e., the feeling of subjective satisfaction, represents one of the surest and shortest steps along the path to alcoholism.

The social attitudes mentioned above create and preserve a tolerance toward alcoholic beverages among most Yugoslavs, which under the circumstances of the expansion of the alcoholic beverage industry favors the alcoholism of many people. This situation hampers one of the most important measures in the prevention of alcoholism, the struggle against the production, sale and consumption (use) of alcoholic drinks in general. This situation is one reason more for making health and educational efforts in the struggle against alcoholism be more productive, better organized, and more intensive.

It is known that the use of alcoholic drinks and other means that serve to reduce unpleasant emotional tension is frequent and widespread in situations that are filled with uncertainty, in situations of social crisis, and particularly during wartime. In those situations unpleasant emotional tension and psychic tension in general are very pronounced among individuals, groups and in general among large gatherings of people.

The emotional isolation of other people, the impossibility of relaxation and maintenance of adequate social contacts, boredom, loneliness, interpersonal conflicts, anger, fear and worry, depression, failure to solve problems, certain physical disorders, etc., all are situations that favor the use of alcohol. In such situations it is necessary to find other, medically and socially acceptable ways, procedures and means that will alleviate emotional tensions.

It is well known that there have been wartime situations where alcohol has been used in some armies for the reduction of worry and fear and the strengthening of aggressiveness toward the enemy. Presently for that purpose in some countries, with a certain medical justification, they anticipate the use of certain psychological medications that allay anxiety and fear. They, however, like alcohol, in addition to the effects that reduce control of aggressiveness, have an unfavorable effect on cognitive functions and psychomotor capabilities. That is the reason why in such situations, for the prevention of fear, panic and anxiety, the stress should be placed more on psychological and psychosocial procedures, for among other reasons, their effects are more dependable and lasting than the effects of various chemical substances.

Great experience in that area indicates that group therapy, understood as a broad spectrum of psychological and social procedures and approaches in the treatment of psychic disorders in general and alcoholism in particular, gives the best results. That therapy includes a therapeutic environment and a therapeutic community that coincide with institutional socio-therapeutic methods. Its goal is, most frequently in a permissive, democratic atmosphere, with a friendly attitude and increased responsibility, to assure humanization and reevaluation of values and in that manner to treat and to cure psychiatric patients as well as alcoholics. The therapy is often conducted in specific social environments and situations in which individuals may live for a considerable time period. Such group therapy has the quality of sociotherapy, concretely in the social therapy environment and in the therapy community.

The more that group therapy is connected to the achievement of specific, particularly fundamental changes in the immediate surroundings of individuals or in their living circumstances, the less it is a technique and the more it is a general approach to treatment on the basis of the creation of an atmosphere with a therapeutic effect that is more social than medical, i.e., the more it becomes sociotherapy. In it there are increasing occurrences of confrontations between individuals, their involvement in problem solving, and the stimulation of their activity.

Many authors, however, consider that in the treatment of alcoholics, a structured form of group therapy is more effective, in which the form of group therapy practiced has established patterns of behavior and a pattern of behaviors that constitute a relatively stable approach. Here their point of departure is that a better effect in treating alcoholism is achieved by well structured, disciplined group endeavor rather than by group work in a permissive atmosphere. In any case, a large role in group therapy is played by various psychological mechanisms of adaptation, particularly by the mechanisms of identification, imitation and role playing, according to a model or example.

Unusual importance is attached to the matter of developing personnel for basic health protection during general popular defense. As might be expected, the basic health protection is provided by doctors of general medicine and by other specialists who work in the primary area of health protection.

So that they may more successfully perform their assignment, it is necessary that they be given special education in the area of alcoholism.

Basic health protection also includes workers involved in social protection, as well as workers of other services and particularly, workers of sociopolitical organizations.

The discovery and treatment of alcoholics takes place in general health protection activities, and includes detection, continuous monitoring, record keeping, provisions for social protection in a particular sector in which the patient, or alcoholic, lives and works, carrying out of primary prevention, and total coordination with the sociopolitical communities that are involved in this sort of health protection.

In keeping with the above, in accordance with all procedures for the rehabilitation of alcoholics the question is raised concerning the adaptation of social therapy clubs of treated alcoholics to the needs of the concept of defense of the country, which is very important when we consider the numbers involved in that portion of the general population.

The question also arises as to the adaptation to the demands of general popular defense of specialized and highly specialized health protection for alcoholics that is performed by specialists, including neuropsychiatrists (especially those with a sub-specialty in alcoholism), psychiatric social workers, psychologists, specialists in social medicine, internists and others.

These are only some of the open, crucial and important questions that point to the important social need to have the problem of alcoholism considered more broadly and by better qualified persons, including those interested from standpoints of the defense of the country. This is especially necessary for the sake of the preparation and adoption of a unified doctrine for treating this disorder which, as has been shown above, has very serious dimensions.

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